



**SOUTH CAROLINA STATE
BUDGET AND CONTROL BOARD
ACCOUNTABILITY REPORT**

2010-2011

Agency Name: Technical College of the Lowcountry
Date of Submission: September 15, 2011
Agency Director: Thomas C. Leitzel, Ph.D.
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SECTION I—EXECUTIVE SUMMARY

Vision

The Technical College of the Lowcountry will be the premier academic institution — visionary, vibrant and valued — engaged in leading the region to economic prosperity by providing innovative workforce solutions.

Mission

One of sixteen colleges comprising the South Carolina Technical College System, the Technical College of the Lowcountry (TCL) traces its origin to the **Mather School** founded in 1868. The college is a comprehensive, public, two-year College dedicated to serving the diverse educational needs of the rural counties of Beaufort, Colleton, Hampton, and Jasper. The College annually serves approximately 10,000 credit and continuing education students, a mix of traditional, non-traditional, full-time, and part-time.

The Technical College of the Lowcountry provides quality, affordable academic and technical programs leading to Associate Degrees, Diplomas, and Certificates in an environment fostering excellence in teaching and learning. The College prepares graduates with knowledge and skills for transfer to senior colleges and universities and for careers in computer technology, industrial technology, engineering technology, occupational technology, business, health sciences, and public service.

The College serves as an effective partner in the economic and human resource development of the Lowcountry. As an open admissions institution, the Technical College of the Lowcountry offers academic, transfer, and specialized programs. Offerings include developmental education; arts and sciences; career development; specialized, contract courses tailored for specific businesses and industries; and continuing education to meet the workforce needs of the Lowcountry. In addition to responding to local and regional needs of the area, the College recognizes that state, national, and international issues affect the lives of the citizens of the Lowcountry and responds to these issues appropriately.

In support of its educational programs and services the College offers comprehensive student development services to all who seek to better their lives through education. In an atmosphere of shared values, the College encourages creativity, innovation, and resourcefulness among its students, faculty, staff, and administrators. With a commitment to excellence, the Technical College of the Lowcountry creates a positive, student-centered environment. The College empowers individuals by enabling them to learn and to develop throughout their lifetimes.

Adopted by the TCL Commission: November 18, 2002

Approved by the Commission on Higher Education: January 9, 2003

Reaffirmed and Modified by the TCL Commission: October 8, 2009

Modifications Approved by the Commission on Higher Education: November 24, 2009

Reaffirmed by the TCL Commission: October 14, 2010

Major Achievements 2010-2011

Facilities

- The demolition phase of The Mungin Center renovation project began and construction was underway by the end of June 2011.
- TCL received a \$250,000 grant from the U.S. Department of Education to improve science laboratory spaces and to help increase enrollment of African-American students. With this one-year grant, TCL converted an existing classroom on the Beaufort campus to a biotechnology science lab, which will allow TCL to add six to 10 additional lab science classes each semester. The 24-seat-capacity lab has been furnished with new furniture and lab equipment that provide students with the most current technology.

Student Learning

- For the fifth consecutive year, all graduates in the Associate of Applied Science in Radiologic Technology program passed the national professional licensure examination—the Radiography Exam (ARRT)—on their first attempt. In addition, 100% of TCL's May 2010 Associate of Applied Science in Nursing program graduates passed the National Council Licensure Examination for Registered Nurses (NCLEX) on their first attempt.
- Industrial technology students raised a one-kilowatt, 85-foot wind turbine on the Beaufort Campus. Students designed and built the turbine. Wind energy education is the newest addition to TCL's alternative energy program, which also includes solar and tidal energy components.
- TCL received a \$250,000 grant from the U.S. Department of Education to fund the development of other lab sciences curricula.
- TCL had a record-breaking commencement of 334 graduates in 2010-2011.

Programs and Services

- The Continuing Education Division at TCL is now under two separate banners: 1) Life Enrichment Center and 2) Innovative Workforce Solutions.
- The Whale Branch Early College High School (WBECHS) officially opened Fall 2010. WBECHS offers on-site dual enrollment opportunities that enable students to earn both high school and college credentials at the same time.
- TCL launched a new website featuring an interactive campus map, intuitive navigation, and a comprehensive calendar application. Additionally, prospective students can create custom information packets online.
- TCL created a new certificate program—Certificate of Applied Science in Computed Tomography— a program that provides students with the required knowledge and practical training for technologists working in diagnostic imaging centers, hospitals, and private physicians' offices. This program is being offered starting in 2011-2012.
- The Certificate of Applied Science in Computer Forensics has been approved and is being offered to students in 2011-2012. This program prepares students for entry-level work as investigators of cyber-crimes.
- TCL's Certificate of Applied Science in Massage Therapy was the first and only massage therapy program in South Carolina to earn a specialized program accreditation from the Commission on Massage Therapy Accreditation (COMTA). COMTA program accreditation applies rigorous standards specifically for massage teachers, the curriculum, and program management.
- All of TCL's 2010-2011 Health Science programs were accredited by a national, regional, and/or state organization.

- The Colleton County Quick Jobs Center in Walterboro officially opened in June, 2011. The 23,000-square-foot training center will be operated by TCL in partnership with Colleton County and was funded by a variety of sources including the South Carolina Department of Commerce, the federal Economic Development Act, Colleton County, and TCL.
- TCL was awarded the U.S. Department of Education– TRIO Student Support Services 5-year grant. In Year 1, the College was awarded \$290,517 and subsequent years' awards are to be determined annually. The grant funding will provide academic and other support services to low-income, first-generation or disabled college students to increase student retention and graduation rates, facilitate their transfer from two-year to four-year colleges, and foster an institutional climate supportive of the success of low-income and first generation college students and individuals with disabilities.
- The U.S. Department of Labor – Mine, Safety and Health Administration Grant renewed the College's grant funding of \$65,831 to conduct mine safety classes.
- In the Summer 2011, the College's tutoring center began providing access to subscription databases and established online resources, which offer self-paced tutorials, practice quizzes, tests preps on math, and writing skills, vocabulary, and computer skills modules.
- The College offers Elluminate as Blackboard Collaborate to enhance distance education at TCL.

Work Force

- TCL was one of two technical colleges in South Carolina to receive a \$25,000 grant from the South Carolina Energy Office to establish a Geothermal Training Center. The grant allowed college faculty to be trained and certified in International Ground Source Heat Pump Association (IGSHPA) standards and will fund the purchase of geothermal training equipment and materials. Faculty will be able to train and certify ground source heat pump installers. Geothermal energy uses power that has been extracted from heat stored deep within the earth and is increasingly valued for being cost effective and environmentally friendly.
- One of TCL's paralegal instructors was honored by the University of Southern California (USC), in Los Angeles, for her leadership in nurse anesthesia education. The USC anesthesia program recently established and named its Foundation in her honor.

Key Strategic Goals

- Create a Portal to the Future
- Capitalize on Valued Partnerships
- Create Vibrant Learning Environments
- Grow and Enhance Resources
- Optimize Access and Success
- Provide an Innovative and Qualified Workforce

Key Strategic Challenges

Operational

- The College's fall head count enrollment and FTE increased dramatically since 2006. Head count increased by 54% and FTE by 53%.
- The College has aging facilities that need renovation. Significant growth in the New River/Bluffton area has put space constraints on the one building. The College must continually upgrade its systems and improve process to meet the needs of growth in its service area.
- Rapid shifts in technology and knowledge-life affect every aspect of the institution's infrastructure, and in particular, the professional development needs of faculty and staff.

Financial

Since 2007-2008, state funding has shrunk by 49%. The College has developed alternative means of revenue to continue at its current level of quality and to grow necessary programs for regional economic development. (See Category 7, 7.3.9, on page 43.)

Human Resources

- The College continues to provide quality programs and services to its stakeholders while facing the challenges of shrinking funding and accelerated enrollment growth.
- The College maintained an excellent student to faculty ratio of 18 to 1—one of the lower ratios among 19 peer Colleges in South Carolina and Georgia.

Community Related

- Both private and public institutions offer similar and new programs in TCL's region. In addition, individuals may choose from a number of online degrees from both private and public institutions. TCL must respond quickly and offer programs relevant to its community's future needs.
- The College serves the interests of a diverse community. The population of traditional students (ages 18 to 24 years) has expectations for customized learning and connectedness; non-traditional students want flexible delivery methods and schedules to blend home, work, and college. Applicants come to TCL with a need for college readiness skills. Businesses want flexible, relevant training and consulting services and expect a well-trained workforce.

Use of accountability report to improve organizational performance

TCL has aligned its strategic planning process with the Accountability Report and key College initiatives. The Accountability Report is an outcome-based document that provides the College and its stakeholders with a comprehensive report for improvement. The report provides a framework for continuous measurement and improvement for the College and State Technical College System.

SECTION II—ORGANIZATIONAL PROFILE

Programs

- Allied Health Sciences
- Arts and Sciences
- Business Technologies
- Continuing Education
- Industrial Technologies

Delivery Methods

- Classroom/Laboratory
- Independent Studies
- Internships
- Online
- On-the-job
- Workshops/Seminars

Educational Services

- Academic advising
- Assessment and evaluation/placement
- Campus Life Counseling
- Career and job placement counseling
- Customized workforce development/training
- Early College Credit Opportunity Program
- Financial aid assistance
- Loan programs (textbooks, laptops, I Pads, etc.)
- Study skills classes
- Transfer counseling
- Tutoring (online)

Key Student Segment

- Active military and dependents
- Displaced workers
- High school students/Early College Credit Opportunity Program (ECCO)
- Non-traditional students ages 25 years or older
- Recent high school graduates

Key Stakeholders and Market Segments

- Business and industry employers
- Chambers of commerce
- Legislative delegation
- Local government agencies
- Residents of Beaufort, Colleton, Hampton, and Jasper counties of South Carolina
- Senior educational institutions
- TCL Commission
- TCL Foundation
- TCL students, alumni, and employees
- Workforce Investment Board

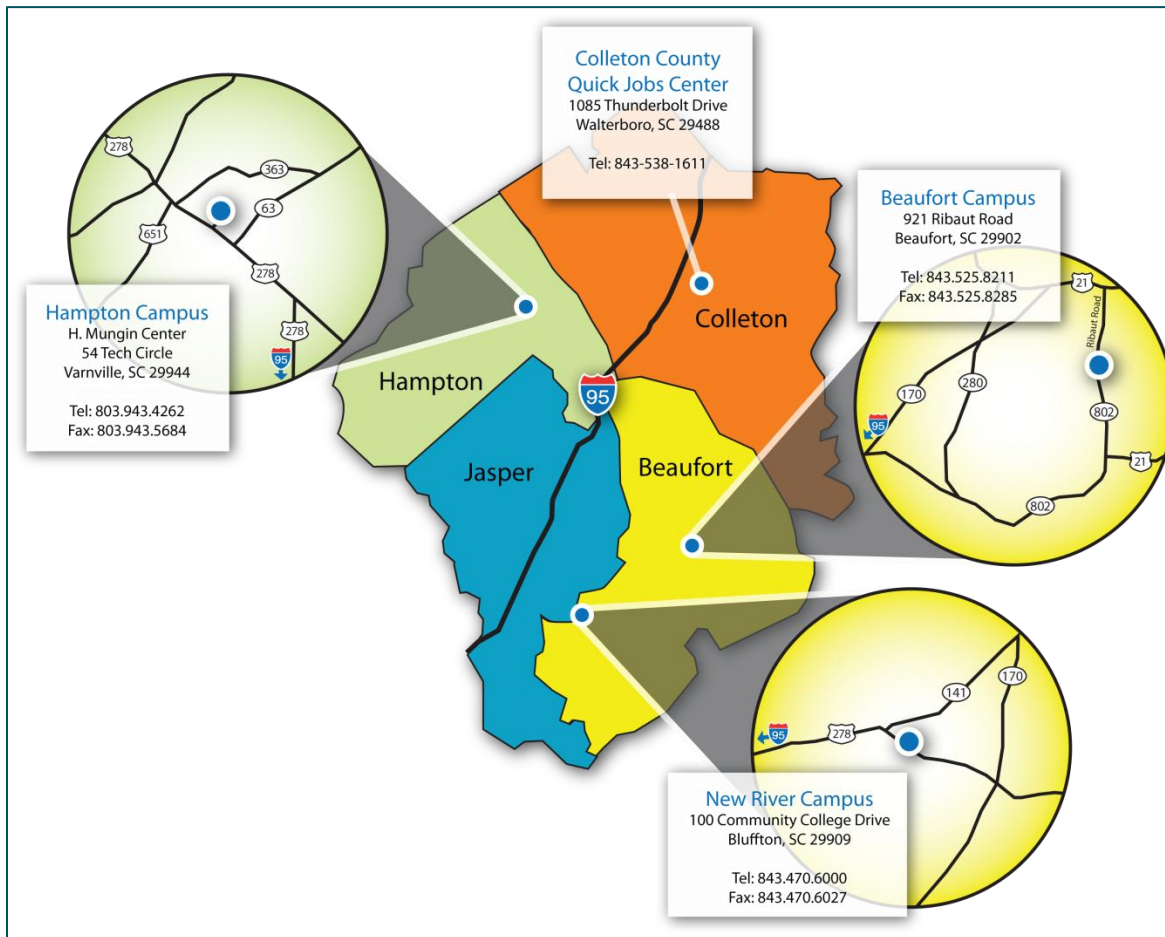
Requirements and Expectations

- Academically prepared students
- Accessible, affordable, innovative, and quality education
- Curriculum that will increase opportunities for job advancement through instruction for worker re-training
- Serve as partners with other agencies and organizations to better serve the community
- Student learning and development that will prepare graduates for employment
- Student success

| Fall 2010 Student Profile | | |
|---|------------|----------------------|
| Enrollment | | |
| Undergraduate Head Count | 2,792 | |
| FTE (Full-time equivalency) | 1,731 | |
| Student to Faculty Ratio | 18:1 | |
| Demographics | Head Count | As a % of Enrollment |
| Female | 1,977 | 71% |
| *Minority | 1,299 | 47% |
| First-time, Full-time, Degree-seeking, Freshmen | 234 | 8% |
| Average Age of Undergraduates | 28 years | |
| Residency | Head Count | As a % of Enrollment |
| Beaufort County | 2,100 | 75% |
| Colleton County | 93 | 3% |
| Hampton County | 213 | 8% |
| Jasper County | 221 | 8% |
| College Service Area | 2,627 | 94% |
| South Carolina | 2,619 | 94% |

Percentage was calculated using enrollment n = 2,792 (* Does not include students who were non-resident alien, other, or unknown.)

Operating Locations 2011-2012



2010-2011 Employees by Primary function/occupational activity as of November 1, 2010

| Primary function/occupational activity | Full-time | Part-time |
|--|-----------|-----------|
| Primarily instruction | 48 | 117 |
| Primarily research | 0 | 0 |
| Primarily public service | 0 | 0 |
| Executive/administrative/managerial | 5 | 0 |
| Other professionals (support services) | 36 | 11 |
| Technical and paraprofessionals | 17 | 26 |
| Clerical and secretarial | 17 | 17 |
| Skilled crafts | 6 | 0 |
| Service/maintenance | 7 | 4 |
| Total number of employees | 136 | 175 |

Regulatory Environment

- U.S. Department of Education
- South Carolina Budget and Control Board
- South Carolina Commission on Higher Education
- South Carolina General Assembly
- Technical College of the Lowcountry Commission

Accredited by

- Commission on Colleges of the Southern Association of Colleges and Schools (SACS-COC)
- Accreditation Council for Business Schools and Programs (ACBSP)
- Accreditation Review Committee on Education in Surgical Technology (ARC-ST)
- Commission on Massage Therapy Accreditation (COMTA)
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- National Association for Education of Young Children (NAEYC) Commission on Early Childhood Associate Degree Accreditation
- National League for Nursing Accrediting Commission (NLN)
- Physical Therapist Assistant Program Commission on Accreditation in Physical Therapy Education (CAPTE)
- South Carolina Department of Labor Licensing and Regulation Board of Nursing

Professional Memberships

- American Association of Community Colleges (AACC)
- American Council on Education (ACE)
- Association of Community Colleges Trustees (ACCT)
- Carolinas Consortium of Academic Coordinators of Clinical Educators (CCACCE)
- National Institute for Staff and Organizational Development (NISOD)
- National League for Nursing (NLN-AC)
- National Organization of Associate Degree Nursing (NOADN)
- Servicemembers Opportunity College (SOC)

Approved by

- Cosmetology program approved by: South Carolina Department of Labor and Licensing and Regulation (SCLRR)
- Paralegal program approved by: American Bar Association (ABA)

Governance System

The College is governed by the TCL Area Commission appointed by the Governor upon recommendation of the local legislative delegation. The Commission consists of seven members: four representing Beaufort County and one each from Colleton, Hampton, and Jasper counties. The Commission sets policy and oversees regulatory compliance. The President reports directly to the Commission.

Key Partners

- Area business and industry through representation on advisory committees
- Area chambers of commerce
- Area county councils
- Area hospitals and healthcare organizations
- Area municipalities
- Colleton County Economic Development Alliance
- Four county area school boards, districts, home school-families, and private schools
- Hampton County Economic Development Council
- Hardeeville Economic Development Office
- Lowcountry Council of Government
- Lowcountry Economic Alliance
- Senior institutions of higher education
- South Carolina Technical College System Office and the 15 other technical colleges
- Workforce Investment Act Board and One-Stops

Key Suppliers

- Beaufort-Jasper Water and Sewer Authority
- Blackboard
- Chernoff Newman LLC
- Datatel
- Dell
- Embarq
- Hargray Communications
- Hewlett Packard
- Microsoft
- Palmetto Electric
- South Carolina Electric and Gas
- Various text book vendors
- World Design Marketing
- Xerox Corporation

Key Competitors

- Proprietary institutions with extensive online learning capabilities
- Private training companies
- Other regional universities and colleges

Factors for Competitive Success

- Affordable tuition
- Excellent educational value
- Lead economic development partnerships
- Lead in developing and training the area's workforce
- Open access
- Qualified and valued faculty and staff
- Quality programs and services that meet student and workforce needs
- Sound fiscal management

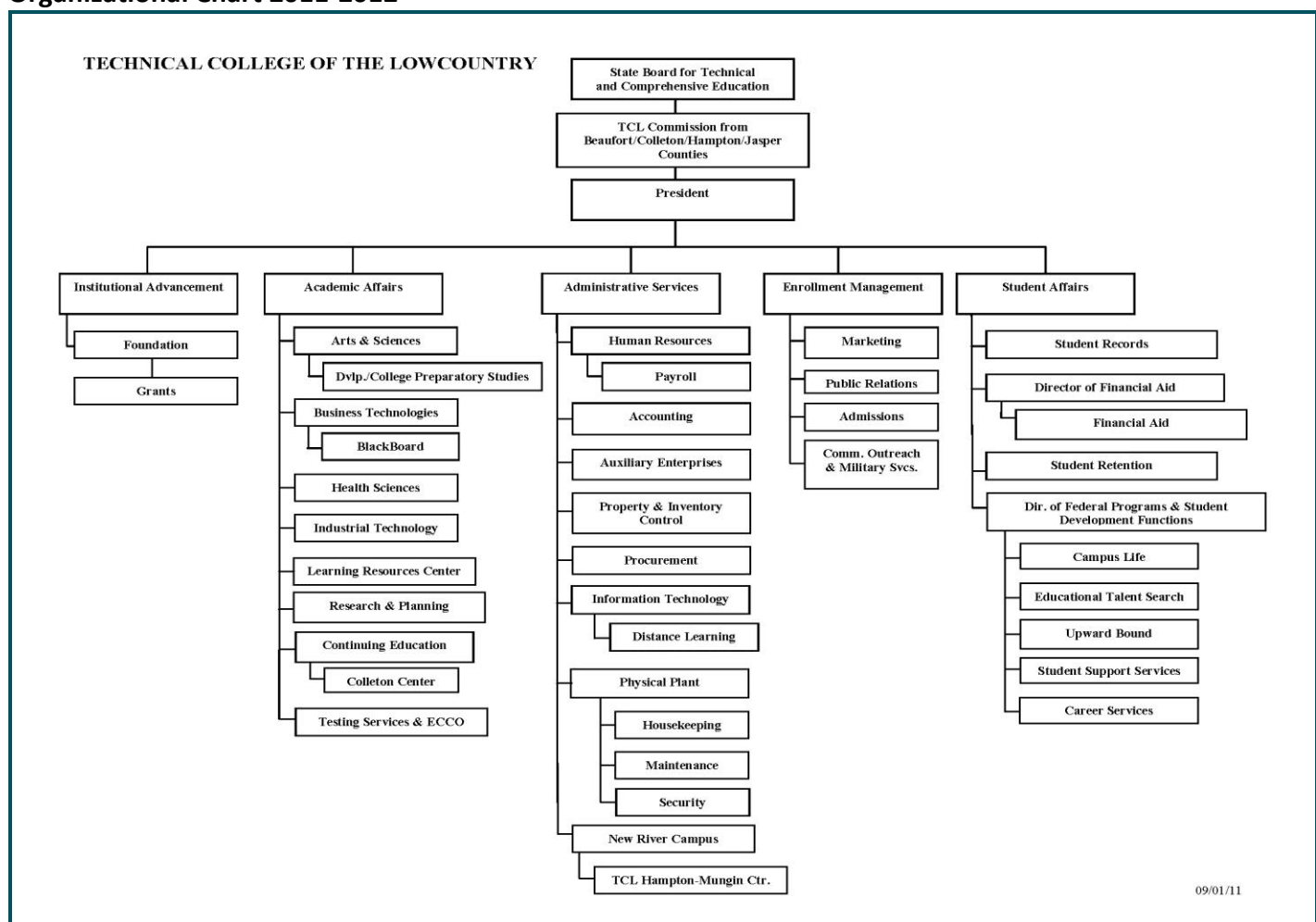
Key Changes that Impact Competitive Situation

- TCL New River Campus (NR) specifically addresses the needs of southern Beaufort and Jasper counties, which comprise one of South Carolina's fastest growing regions. This Campus offers courses in each of the four academic divisions and Continuing Education.
- The Whale Branch Early College High School, in Beaufort County, offers on-site dual enrollment opportunities that enable students to earn both high school and college credentials at the same time.
- TCL offers its students convenient access to more courses by alternative delivery methods, such as online and teleconferencing classes.
- The physically redesigned Enrollment Services area at the Beaufort campus provides higher quality services for prospective and current students while emphasizing "customer service."
- TCL is affordable because of the low cost of tuition and the various forms of financial aid available.
- The College secured and maintained various local, state, and federal grants that provided resources for important equipment and services.
- The reassignment of an FTE to a Student Services Coordinator position at the New River campus decreased the need for students at that campus to seek services in Beaufort, which is an attractive benefit for students who live in southern Beaufort County, Jasper County, and Georgia.
- The enhanced Campus Life program at the Beaufort and New River campuses allowed the College to attract traditional students, retain commuter students, and develop meaningful partnerships with local business owners.
- The reassignment of a partial FTE to a Campus Counselor position had a positive impact on students needing those services throughout the 2010-2011 academic year. Offering counseling services is consistent with the types of support services that are available at the College's competitors—larger, more resource-rich institutions.
- The grant cycle ended for the highly successful, federally-funded PILAU program.
- The College has enhanced its New Student Orientation program to attract new students and retain and support current students towards completion of their educational goals.
- The new Colleton Quick Job Center opened in June, 2011.
- Collaborative efforts between TCL, Colleton County, and Lowcountry Council of Government.

Performance Improvement Systems

- Academic Leadership Council meetings
- Accountability reports
- Accreditation site visits and reviews
- Achieving the Dream Initiative
- Advisory committees
- Employee Performance Management System
- Faculty Performance Management System
- Institutional committees/teams
- Institutional effectiveness reports
- Instructional Software Assessment Instrument
- Internal Comprehensive Academic Program Review
- National professional licensure examination
- South Carolina Technical College System Program Reviews
- Strategic Leadership Team meetings
- Strategic planning process
- Student Affairs Leadership Team
- Student learning outcome assessment and evaluation

Organizational Chart 2011-2012



| Accountability Report Appropriations/Expenditures Chart | | | | | | |
|---|------------------------------|---------------|------------------------------|--------------|-----------------------------|---------------|
| Base Budget Expenditures and Appropriations | | | | | | |
| | FY 09-10 Actual Expenditures | | FY 10-11 Actual Expenditures | | FY 11-12 Appropriations Act | |
| Major Budget Categories | Total Funds | General Funds | Total Funds | General | Total Funds | General Funds |
| Personal Service | \$ 9,337,510 | \$ 2,502,760 | | \$ 2,093,262 | | \$ 1,953,098 |
| Other Operating | \$ 10,887,379 | | | | | |
| Special Items | \$ 297,973 | \$ 297,973 | | \$ 121,178 | | \$ 101,324 |
| Fringe Benefits | \$ 2,433,092 | \$ 1,022,254 | | \$ 854,994 | | \$ 797,744 |
| Non-recurring Total | \$ 22,955,954 | \$ 3,822,987 | \$ - | \$ 3,069,434 | \$ - | \$ 2,852,166 |

| Major Programs | | | | | |
|----------------|--------------------|-------------------------|---------------|---------------------|-----|
| Program | Major Program Area | FY 09-10 | | FY 10-11 | |
| Number /Title | Purpose | Budget Expenditures | | Budget Expenditures | |
| | | State: | \$ 3,822,987 | State: | n/a |
| | | Federal: | \$ 3,482,164 | Federal: | n/a |
| | | Other: | \$ 15,650,803 | Other: | n/a |
| | | Total: | \$ 22,955,954 | Total: | n/a |
| | | % of Total Budget: 100% | | % of Total Budget: | |

SECTION III—ELEMENTS OF MALCOLM BALDRIGE CRITERIA

1. How do senior leaders develop and deploy their organization’s vision and values throughout the leadership system, to the workforce, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

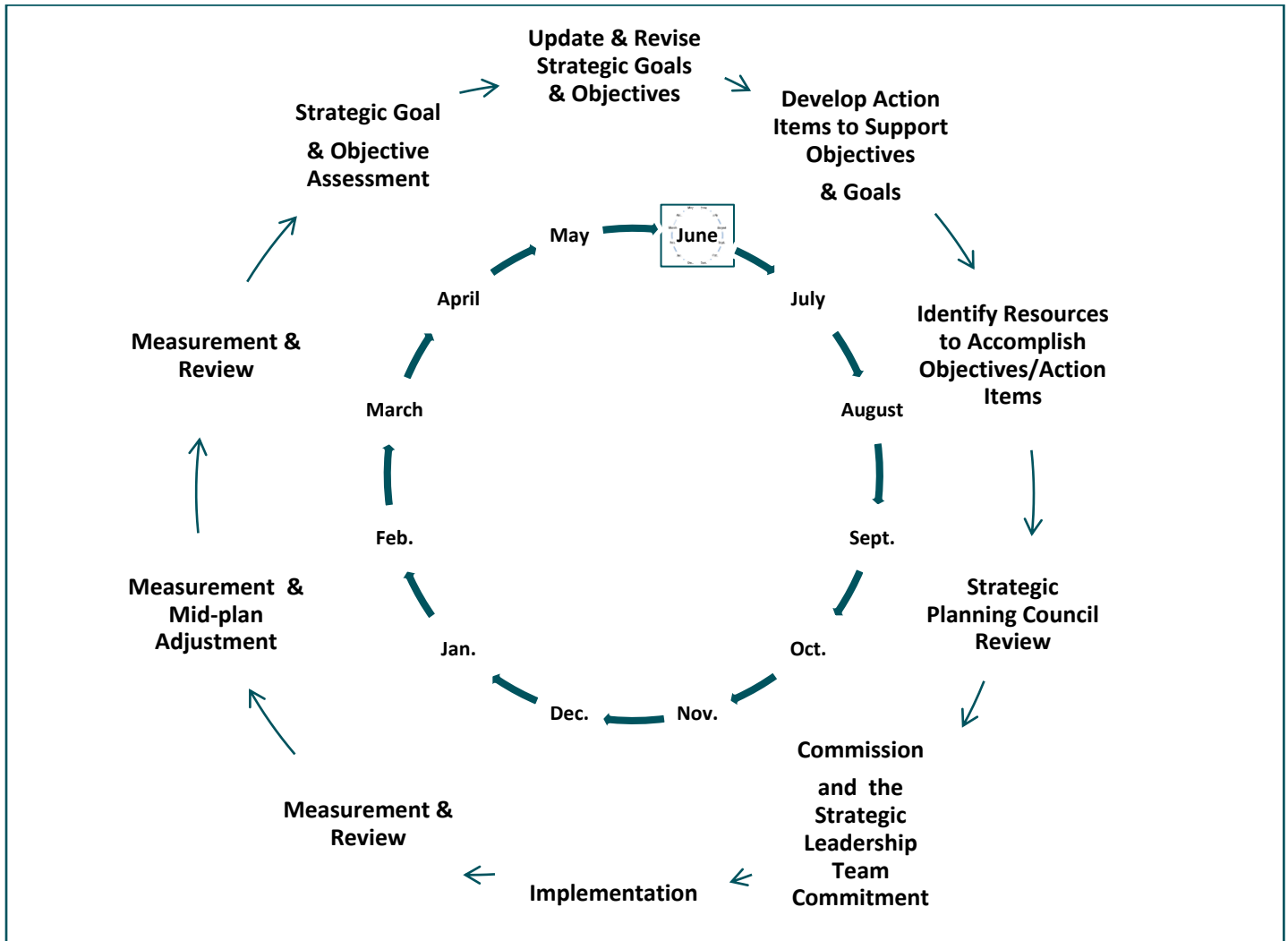
- All members of the Strategic Leadership Team (SLT) work closely with the TCL Area Commission.
- In collaboration with the SLT and key stakeholders, the President ensures that the College continually strives to meet the College’s mission.
- The President meets with the Strategic Leadership Team to review policies and procedures, to monitor progress related to the College’s strategic plan and specific initiatives, and to discuss significant items related to community partnerships.
- The President’s Strategic Leadership Team includes the Vice President for Academic Affairs, the Vice President for Administrative Services, the Vice President for Continuing Education and Institutional Advancement, the Vice President for Student Affairs, and the Executive Director of the TCL Foundation.
- The vice presidents maintain communication with their staff by relating information from SLT meetings, including but not limited to monitoring progress of goals, objectives, and action items.
- The President leads “Friday Connections,” a casual forum in which announcements are made and issues are discussed. Employees are given the opportunity to engage in dialogue with the President and Strategic Leadership Team. Each unit gives updates of programs, staff and faculty accomplishments, and future events.
- Faculty and staff forums are scheduled each semester. These forums are open to discuss strategic initiatives, key issues at the college, and South Carolina Technical College System news.
- The Vice President for Academic Affairs chairs the Academic Leadership Council (ALC). The ALC consists of all academic division deans and monitors academic issues related to strategic planning and daily operations.
- The Vice President of Student Affairs chairs the Student Affairs Leadership Team (SALT). The team consists of key division leaders who monitor progress on various initiatives, plans, and private recognitions for success.
- The President and Strategic Leadership Team maintain communication with the College’s key suppliers, partners, and leaders in the community through participation and service on community and municipal boards, in civic organizations, and through a network of personal contacts.
- The Strategic Leadership Team works to ensure that the stakeholders are aware of goals, objectives, and new initiatives. The SLT members solicit input from stakeholders regarding new ideas and initiatives.
- To stay abreast of current educational information, the President and Strategic Leadership Team participate in local, regional, state, and national organizations while cooperating and sharing information with stakeholders.

2. How do senior leaders create a sustainable organization with a focus on action to accomplish the organization’s mission, strategic objectives, improve performance, and attain your vision?

The College’s Strategic Leadership Team, the Strategic Planning Council, and the Technical College of the Lowcountry Commissioners were assigned the responsibility to continuously plan, manage, monitor, and improve the strategic plan and the planning process. The Annual Strategic Planning Process Cycle is an integral part of the planning process. (See diagram on next page.)

The Strategic Planning Process is being honed with detailed and measurable action items that are developed by cross-functional groups. These action items will be integrated with the College’s strategic goals and the objectives of the plan. The progress of all actions items will be monitored and reviewed to ensure the College’s progression towards the timely completion of the Annual Strategic Plan. The completion of the Annual Strategic Plan will support the College’s mission. In addition, as the strategic plan progresses, new action items will be developed while current action items are completed. Action items will be based on and developed from performance based measurements. The integration of the strategic goals, objectives, and action items is being actively managed to accomplish the College’s vision.

Annual Strategic Planning Process Cycle 2011-2016



3. How do senior leaders personally promote and support an organizational environment that fosters and requires legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are these monitored?

The senior leaders of TCL exhibit dedication and commitment to the College by their work ethic and vision, which serves as an example to the entire college, the students, and communities they serve. TCL leaders ensure that policies and procedures are followed and the College is in compliance regarding local, state, federal, and accreditation regulations and standards.

Oversight of the Technical College of the Lowcountry is under the State Board for Technical and Comprehensive Education (SBTCE) as created under Title 59 of the South Carolina Code of Laws. Section 59-53-910 through 59-53-940 created the "Beaufort Technical College Area Commission" and the basic operating mechanisms. The College follows guidelines as outlined under SBTCE Policy and Procedures. Instructional programs, facilities, and other programs are also subject to South Carolina Commission on Higher Education (SCCHE) regulatory authority. In addition, TCL is subject to standard operating procedures, authorizations, and review through various state regulatory agencies under the South

Carolina Budget and Control Board including: a) Materials Management Office (Consolidated Procurement Code), b) State Office of Human Resources (Personnel Guidelines), c) Office of State Engineer (Capital Project management), d) State Property Management (Real Property, Leases and related items), and e) State Department of Education (Grants and related areas)

The College is subject to Compliance Audits from such federal agencies as the U.S. Department of Education (Financial Aid and other Grants), Office of Civil Rights, Department of Labor, and other agencies that monitor compliance with a variety of applicable federal laws. Local governance is managed by TCL Commission whose governance is established through the enabling legislation, 59-53-910 through 59-53-940. The Southern Association of Colleges and Schools (SACS) is the regional accreditation agency for the College. Other accreditation organizations accredit specific programs in a variety of instructional areas. Fiscal accountability is monitored through an annual external financial audit, a SCTCS audit, and internal financial controls.

4. How do senior leaders create an environment for organizational and workforce learning?

Opportunities for professional development occur on a regular basis. Funds are budgeted each year for the purpose of faculty and staff development. Faculty and staff attend specific seminars, workshops, classes, and conferences to improve skills, increase knowledge, and understand emerging trends. Internal meetings dedicated to staff and faculty professional development are held at the beginning of each semester and at various times throughout the semester. Faculty and staff are also encouraged to pursue additional education credentials toward terminal degrees.

5. How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

The College is aware of the need to develop future leaders. The College participates in the Graduate Leadership Certificate program coordinated through the South Carolina Technical College System and in partnership with the University of South Carolina. To date, six individuals have completed the program. The College's Vice Presidents have all completed the Graduate Leadership Certificate program. Two employees have earned a Ph.D., one employee is currently in a Ph.D. program, and the other employee has completed a MBA. The College continues to sponsor individuals in this program and other leadership development programs. For example, the College also participates in the South Carolina Technical College System Leadership Academy, a 12-month leadership program designed to prepare current practitioners for future leadership opportunities. Senior leaders promote cross-training within divisions to ensure consistent service and professional development for employees.

6. How do senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization? How do senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization?

- Senior leaders communicate with faculty and staff using a variety of means, both formal and informal. Regular meetings are held at the department, division, and senior administrative levels.
- Institutional committees meet on a regular basis and involve faculty and staff at all levels and task forces or ad hoc committees are convened for special initiatives/projects.
- A monthly employee newsletter is published and distributed electronically.
- An annual employee recognition event is held and faculty/staff are acknowledged for their years of service to the institution and Faculty of the Year, Staff of the Year, and Administrator of the Year, selected by all employees, are announced.
- The President's office publishes a quarterly newsletter that is sent to all stakeholders including faculty and staff.
- The President leads Friday Connections, which are casual, employee meetings to foster open communication.
- Faculty and staff forums are also held to discuss key College priorities aligned with the strategic plan. The President attends division and department meetings on a regular basis.

7. How does your organization evaluate the performance of your senior leaders including the head of the organization, and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system, as appropriate?

The President is evaluated annually by the TCL Area Commission. The President evaluates the senior leadership team annually, utilizing the Employee Performance Management System (EPMS). Specific success criteria are outlined in the EPMS related to the strategic plan of the College. The President monitors progress through weekly meetings and written reports. Senior leaders utilize feedback to improve performance and criteria. The Area Commission is appointed by the legislative delegation and individual performance evaluations are not conducted.

8. What performance measures do senior leaders regularly review to inform them on needed actions?

The senior leaders consistently review performance measures related to the strategic plan. Each institutional committee is monitored by a vice president to ensure that committee work is meeting its objectives and work plans. The senior leaders review reports published externally and internally that discuss student success, engagement, retention, enrollment, and best practices. Program reviews are conducted on a rotating schedule and are reviewed for accreditation and internal assessment and evaluation. All academic programs are reviewed on a three-year cycle.

9. How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?

The College's strategic plan guides the College towards its Vision. Prior to initiating new programs or services, the College reviews all regulations and/or policies related to the various government agencies and accrediting standards to ensure compliance. The College also consults appropriate stakeholders for input. Input may be cultivated by surveys, focus groups, and other formal/informal gatherings. Current programs, services, and operations are regularly monitored and if problems or concerns arise, they are addressed in a timely manner. Corrective action may take various forms including policy or procedure change or an in-depth study. Program reviews are conducted on a rotating schedule, ensuring sustainability, relevance, and compliance.

The strategic plan outlines goals and objectives and specific measures are articulated to ensure desired outcomes. The strategic plan is designed to allow for flexibility, allowing for any corrective change due to adverse impact or change based on environmental scanning. Compliance with accrediting agencies and government entities requires consistent review. The College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS-COC). This is a rigorous evaluation of the entire college including the financial, educational, and student services areas. Any adverse effects of the programs at the college are identified as part of this process and corrected prior to submitting follow-up reports to the organization. In addition, a similar process is followed by accrediting agencies for individual programs.

10. How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, the workforce, and the organization's students contribute to improving these communities.

Senior leaders are actively involved in numerous community activities and organizations. Senior leaders review community activities to ensure College representation and participation throughout the four-county service area. Community involvement and partnerships are prioritized relative to the strategic plan and immediate needs. Faculty, staff, and students are actively involved in various community organizations and services. Senior leaders serve as board members for a variety of non-profit organizations and regularly attend local government, educational, and civic meetings to gather information and exchange ideas. Student organizations sponsor fundraisers for charity organizations and sponsor service projects.

Example areas of community involvement include: Workforce Investment Board, six area chambers of commerce, economic development boards/councils, two home builder associations, United Way, American Cancer Society Relay for Life, American Diabetes Association Kiss-A-Pig Campaign, American Heart Association Heart Walk, county leadership groups, charity organizations, and many service organizations. (See table for Category 7.6.1.)

Category 2—Strategic Planning

1. What is your Strategic Planning process, including key participants, and how does it address strengths, weaknesses, opportunities and threats?

A. Strengths, weaknesses, opportunities, and threats

TCL's organizational strengths, weaknesses, opportunities and challenges are being explored in depth with the area commission, senior leadership team, faculty, and staff. This analysis will be encompassed within the updated Strategic Plan being developed in 2011-2012. Analysis and evaluation of objectives are determined based on identified improvement areas and opportunities.

B. Financial, regulatory, and other potential risks

The Strategic Plan incorporates financial and risk management planning. The Strategic Plan serves as the foundation for budget development. It is essential that strategic planning action items are reflective in the budget planning process. The College's Budget Committee uses the Strategic Plan to establish funding priorities for making decisions during budget hearings, ensuring that institutional initiatives are addressed.

C. Shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition

The College's Strategic Leadership Team monitors trends related to technology, demographics, and markets. This procedure allows the leadership to implement change if needed to stay competitive and maintain necessary services. Program advisory committee members provide feedback on business and industry trends and aid the College in maintaining up-to-date technology. The boards also provide important workforce trend information that the College uses to assist in determining course content, new programs, and services.

The Technology Plan, developed in concert with the Strategic Plan, is reviewed monthly by the Institution Resource Management Committee (IRM) to allow for change if needed, based on collected information related to trends and any financial shifts. Student and community demographics are monitored through the marketing division. Geo-demographic studies are used to garner information on specific target markets. Information is made available to the Enrollment Committee for further analysis and recommendations.

D. Human resource capabilities and needs

The College must have the necessary human resources to accomplish its mission. While TCL salaries remain above average in comparison to other state technical colleges, current economic conditions have delayed salary increases for three years. However, the college has not had to lay-off or furlough employees. Economic conditions and the lack of funding for FTE positions have limited the College's ability to develop new programs.

E. Long-term organizational sustainability and organizational continuity in emergencies

A Business Continuity Plan (BCP) is part of the College's risk management operations and includes a comprehensive emergency management plan. The emergency management plan contains policies, procedures, and guidelines for operations regarding a variety of emergency scenarios including hurricane preparedness and evacuation.

The BCP is reviewed by the Institutional Resource Management Committee, the Safety, Health, and Business Continuity Committee, and the Strategic Leadership Team to ensure up-to-date information. The College also maintains close contact with local, state, and federal agencies and organizations regarding emergency management and sustainability planning.

F. Ability to execute the strategic plan

The strategic planning process is integrated into every aspect of the College. The process includes input from key stakeholders. The input formulates the strategic goals, objectives, and action items that are developed and executed by the appropriate division(s). The Planning and Institutional Effectiveness department and the Strategic Planning Council (SPC) are charged with monitoring progress and soliciting feedback from stakeholders and meets regularly to monitor and measure action item achievement which directly correlates to the strategic planning progress.

2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary?

The College's six (6) strategic goals are 1) Create a Portal to the Future, 2) Capitalize on Valued Partnerships, 3) Create Vibrant Learning Environments, 4) Grow and Enhance Resources, 5) Optimize Access and Success, and 6) Provide an Innovative and Qualified Workforce.

These Strategic Goals with related objectives address each of the issues outlined in Section III, Question 2. Specific action items are being continually developed to address each of these challenges. The Strategic Leadership Team, the Planning and Institutional Effectiveness department, and assigned stakeholders implement actions to accomplish the Strategic Goals and Objectives as a risk mitigation of the identified challenges.

3. How do you evaluate and improve your strategic planning process?

The Planning and Institutional Effectiveness department under the guidance of the Strategic Planning Council (SPC) is responsible to manage the progress of the Strategic Plan. The Strategic Leadership Team also reviews and monitors the strategic planning process, ensuring that individual division planning is in concert with the strategic goals and objectives. Action items are measured for success and monitoring of those actions is the responsibility of not only the Planning and Institutional Effectiveness department but also individual division chairs, faculty, and staff. Formative and summative evaluations are conducted. Regular action item reviews allow for progress measurement, supplemental action item incorporation, and modification as appropriate.

4. How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.

The action items determine the division's work plan for the year. Action items and objectives are tracked through regular faculty/staff division meetings, institutional effectiveness reports, budget analysis, and monitoring by Planning and Institutional Effectiveness department. All action items have specific ownership, schedule, and measurable expectations. Ensuring that performance measures are progressing, the Strategic Leadership Team and the Planning and Institutional Effectiveness department will monitor progress regularly throughout the year. Moreover, ensuring proper resource allocation within the constraints of overall resource availability is vital to the College's strategic planning process.

5. How do you communicate and deploy your strategic objectives, action plans, and related performance measures?

The Strategic Plan is made available via the TCL web site. The Plan is published and made available to all faculty

and staff as well as to the community. Periodic reviews are held to analyze in detail the progress of action items with respect to expected measurable results and schedule. The President takes the strategic plan directly to community stakeholders, soliciting feedback and input. The plan is published and distributed widely, and functions as the compass for developing and refining College programs and services.

6. How do you measure progress on your action plan?

There are periodic reviews of the action items with respect to projected measurable results and committed schedule achievement.

7. Organization's Strategic Plan 2010-2015

The (2010-2015) Strategic Plan is being revised and enhanced to establish measurable expectations for each objective and action item. The revised Strategic Plan will be disseminated ensuing final coordination with the TCL Commission and Strategic Leadership Team.

| Technical College of the Lowcountry Strategic Plan 2010-2015 | |
|--|----------------------|
| | Category 7 Index |
| Strategic Focus: Create a Portal to the Future. | |
| Statement: The future belongs to the innovators. At Technical College of the Lowcountry innovation is the key to the future. | |
| Goals: | 7.1.1, 7.1.2, 7.1.3, |
| Position TCL as the region's premier academic institution | 7.1.4, 7.1.5, 7.1.6, |
| Establish TCL as a leading partner in the region's economic development | 7.1.7, 7.1.8, 7.1.9, |
| Become a data driven institution, using evidence as the foundation for all decision making | 7.2.1, 7.2.2, |
| | 7.2.3, 7.2.4, 7.3.1, |
| | 7.3.2, 7.3.3, 7.3.4, |
| | 7.3.6, 7.3.7, 7.4.3, |
| | 7.5.1, 7.5.2, 7.5.3, |
| | 7.6.1, 7.6.2 |
| Strategic Focus: Capitalize on Valued Partnerships | |
| Statement: TCL will be visible in the community and respond to efforts aimed at promoting the economic vitality through quality services and innovative programs. | |
| Goals: | 7.1.6, 7.1.7, 7.1.8, |
| Expand and fortify business, individual, and educational partnerships | 7.1.9, 7.2.2, |
| Provide relevant workforce solutions | 7.5.1, 7.5.2, |
| | 7.5.2, 7.6.1 |
| Strategic Focus: Create Vibrant Learning Environments | |
| Statement: Learning anchors all of TCL's activities. Teaching excellence, through traditional and non-traditional means, is critical to developing knowledge, skills and affect in learners. | |
| Goals: | 7.1.1, 7.1.2, 7.1.3, |
| Amplify technology, instruction and services across the institutional units | 7.1.4, 7.1.5, 7.1.6 |
| Support emerging trends identified by our community | 7.1.7, 7.1.8, 7.1.9, |
| Expand extra- and co-curricular opportunities for students | 7.2.3, 7.2.4, 7.3.4, |
| | 7.3.6, 7.3.7, 7.5.1, |
| | 7.5.2, 7.6.1 |
| Strategic Focus: Grow and Enhance Resources | |

| Technical College of the Lowcountry Strategic Plan 2010-2015 | |
|---|-----------------------|
| Statement: A focus on fiscal stewardship and operating efficiencies will guide our data-driven decision making as we advance our mission. As traditional means of support decline, we will deliberately emphasize non-traditional resource development. | |
| Goals: | 7.1.1, 7.1.4, 7.1.5, |
| Diversify TCL's funding sources | 7.1.6, 7.1.7, 7.1.8, |
| Strengthen TCL's human resource capacity | 7.1.9, 7.2.2, 7.3.4, |
| Provide for sustainability and growth | 7.3.5, 7.3.6, 7.3.7, |
| Fortify TCL's technology capacity | 7.3.8, 7.3.9, 7.4.1, |
| | 7.4.2, 7.4.3, 7.5.2, |
| | 7.6.1 |
| Strategic Focus: Optimize Access and Success | |
| Statement: Access, success, and affordability are TCL's defining hallmarks. We will help students define their educational goals, and develop pathways goal achievement. | |
| Goals: | 7.1.1,7.1.2,7.1.3, |
| Assure that each student has defined educational goals and a pathway to reach those goals | 7.1.4, 7.1.5,7.1.6, |
| Develop institutional accountability standards equal to or exceeding national standards for community colleges. | 7.1.7,7.1.8,7.1.9, |
| Ensure academic rigor | 7.2.1,7.2.2,7.3.4, |
| | 7.3.6 , 7.5.1, 7.5.2, |
| | 7.6.2 |
| Strategic Focus: Provide an Innovative and Qualified Workforce | |
| Statement: Our mission and vision command a devotion to regional economic development. | |
| Goals: | 7.5.2, 7.5.3,7.6.1 |
| Define the core workforce infrastructure needs | |
| Forecast workforce trends and quality of life issues | |
| Respond to workforce and community needs | |

Category 3—Student, Stakeholder, and Market Focus

1. How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?

- TCL uses a variety of methods to measure the changing needs of the community, current and prospective students, population trends, and the educational environment of the four-county service area.
- TCL regularly employs environmental scans and uses various tools to gather data from business and industry partners regarding workforce needs.
- The College continuously communicates with the current student population to gain feedback on course offerings and student needs. Course evaluations, surveys, and informal and formal discussions with student organizations are examples of various methods used to communicate with students.
- The College utilizes the services of 19 academic program advisory committees, which are comprised of business and industry representatives who provide guidance and direction regarding trends in their business or industry related to workforce needs.
- The College continuously conducts analysis of enrollment data and regional demographic information in determining enrollment trends and market segments.

2. How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?

- To remain current with changing needs and expectations, the College maintains communication with student and stakeholder groups. The communication takes the form of focus group sessions, surveys, informal and formal discussions, and observations.
- The College's leadership committees analyze trends in the workplace, social, socioeconomic, and higher education to allow the College to make decisions related to enrollment. Below are four examples of studies that assist the College in determining the current economic and educational needs of the four-county area.
 1. Data from a Geo-demographic Study of Credit and Non-Credit Marketing Potential, specific to TCL, are used to identify population trends that match the mission of TCL. The study is used as a framework for marketing and enrollment planning.
 2. Specific program needs assessments are conducted in order to provide an in-depth analysis for new programs. These studies provide critical information that is analyzed and used for decision-making.
 3. Industry/business roundtables are conducted with stakeholders to access immediate and future program needs. Areas of concentration include health services, utility and development infrastructure, law enforcement, and construction trades.
 4. Division deans communicate regularly with advisory committee members to solicit feedback and monitor trends related to specific program areas.

3. How do you use information and feedback from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?

Qualitative and quantitative data gathered through enrollment analysis, program reviews, advisory committee sessions, alumni information, and employer feedback provide information about the types of programs and services needed, as well as programs and services that need revision and/or adjustments. Data are dispersed to the Strategic Planning Council and appropriate divisions for inclusion in the strategic planning process.

4. How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?

- Student and stakeholder satisfaction information is gathered using a variety of surveying methods, and the information collected is used for academic program evaluation, faculty performance reviews, and program and service assessment and evaluation.
- The College conducts surveys to collect the student's opinion of instruction by using the SUMMA Information Systems, Inc., Survey of Student Opinion of Instruction tool. Using a five-point scale of agreement, students indicate their level of agreement on 50 items pertaining to instruction in a specific course. SUMMA is administered every fall, spring, and summer semester in all courses during class. SUMMA Information Systems, Inc., processes, analyzes, and provides hard and electronic copies of comprehensive summaries and divisional and individual reports.
- Graduate and employer satisfaction surveys are conducted to support external and internal reporting, including but not limited to the academic program reviews, accreditation, and a variety of grant reporting.
- The College administers the Community College Survey of Student Engagement (CCSSE) during the spring semesters. This survey collects satisfaction information pertaining to support services at TCL.

5. How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.

Positive relationships are developed through continuous and strategic communications with students and stakeholders. Positive relations are also developed by providing excellent customer service, accurate and timely information, and prompt response to requests. As part of the Achieving the Dream initiative, the college identified three major goals (priorities) related to student success. The priorities are: a) awareness of and access to college and providing a seamless student intake process, b) developmental education, and c) faculty development.

The key difference between student and stakeholder groups is the receipt of service. For student groups the service is more personal because they interact with different departments of the College on a regular basis. For the community stakeholders, the service is generally their perception of the product, a trained and well-qualified workforce, or the College's responsiveness to their request or need.

Category 4—Measurements, Analysis, and Knowledge Management

1. How do you select which operations, processes and systems to measure to determine student learning, and for tracking daily operations and overall organizational performance, including progress relative to strategic objectives and action plans?

The College is required to measure, assess, and evaluate specific student-learning outcomes to federal, state, and local government agencies and private organizations. The College adheres to the reporting criteria. In addition, the College is required to assess and evaluate outcomes that are pertinent to the implementation of a variety of grants.

To help determine which operations, processes, and systems are used, the College uses internal and external recommendations. Internally, senior leaders, faculty, and staff participate in the selection processes, as do members of institutional committees and project teams. The comprehensive strategic planning processes are instrumental in determining measurements and tools for tracking outcomes. In addition, the departments Planning and Institutional Effectiveness and Information Technology work cooperatively with other functional areas to support their needs for assessing and evaluating performance outcomes.

2. How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision-making and innovation throughout your organization?

- The analysis of information is evaluated by each division of the college.
- The TCL Commission, President, and senior leaders analyze outcomes and recommend action to improve the implementation of the Strategic Plan. The Strategic Planning Council is also charged with monitoring and guiding analysis for continuous improvement based on the strategic plan. The Vice President for Academic Affairs and the Academic Leadership Council analyze internal and external measures of student learning outcomes and make appropriate changes to improve each area assessed.
- The Vice President for Student Affairs utilizes a variety of internal and external tools to collect and analyze data/information related to students, including the Community College Survey of Student Engagement and a variety of other surveys and focus groups.
- Industry and Business market surveys and other relative information are utilized by the Vice President of Academic Affairs and Vice President for Continuing Education to determine program needs as well as regular meetings with industry/business representatives.
- Enrollment and marketing data are analyzed regularly to ensure market data are current and relevant and presented to the enrollment committee and senior leadership for use in decision-making.

3. How do you keep your measures current with educational service needs and directions?

Organizational performance on key measures is presented in Category 7. Measurements are reported comparing performance over time or compared with other colleges. College assessment and evaluation remains current. The College uses measurements aligned with federal, state, and local governments and/or private agencies reporting criteria, including but not limited to agencies and organizations supporting IPEDS, CHEMIS, SCTCS EDSS, College Board Surveys, SACS Accreditation, and the Achieving the Dream Initiative. The College utilizes “best practices” and adopts measurements to support the specific needs of the College.

4. How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision-making?

- Information related to student learning is used by the Vice President for Academic Affairs and the division deans to make decisions related to course offerings, teaching methods, and advisement.
- The SUMMA surveys collect feedback on student satisfaction from each class. The results are carefully evaluated by the division deans who make appropriate recommendations for improvement in teaching methodology to the faculty.
- Reports, specific demographics, and other key data are maintained on the college server for easy access by departments.
- The Planning and Institutional Effectiveness and Institutional Research department routinely distributes key information for analysis and discussion. The directors are available to meet with members of the academic community to assist with analysis.

5. How do you make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?

All data requests are managed by the Planning and Institutional Effectiveness and Institutional Research department of the College. This department meets regularly with vice presidents and divisional deans regarding data and information. The College shares information with various stakeholders. Students participate in a number of surveys, and the results are posted on the website

6. How do you ensure data integrity, timeliness, accuracy, security and availability for decision-making?

- TCL uses the Datatel Information System, which is maintained and monitored daily by the Information Technology Division.
- Input is validated by the system and further analyzed for accuracy by the Director of Institutional Research and the South Carolina Technical College System.
- Security is provided by a series of passwords and screen-level security.
- The College’s policies, procedures, and practices ensure that confidential information is protected
- Reports are made available by the Director of Institutional Research by being placed on TCL’s internal server.
- A variety of real-time institutional reports is accessible to College employees via “Report Manager”- a dashboard system.
- Faculty, staff, and administrators may request needed information by submitting a request to the Office of Institutional Research or the Information Technology Division, appropriately.
- Requests for data are reviewed in order to ensure that the information being requested is useful and pertinent.

7. How do you translate organizational performance review findings into priorities for continuous improvement?

TCL uses data to support decisions and provide a knowledge base to determine strategic priorities, to alter policy and procedure, and to direct budget resources to improve continuously student learning and to better serve the service area.

8. How do you collect, transfer, and maintain organizational and employee knowledge? How do you identify and share best practices?

Organizational knowledge is shared through each of the divisions and through a variety of meeting formats available for faculty and staff. The College employs a variety of electronic avenues for information sharing including an electronic campus-wide daily news bulletin, "The Daily Splash," all employee emails, and a posting of relevant information on a server with full access offered to all employees.

Best practices and other related material are identified and shared on a continual basis. SCTCS peer groups provide a variety of information that is shared throughout the College. College leaders ensure that employees attend relative conferences, workshops, and meetings to identify best practices from other community colleges and bring the material and knowledge back to their individual departments and/or to others in the college community. Best practices are discussed at Strategic Leadership Team, Academic Leadership Council, Student Affairs Leadership Team, and other institutional committee and division meetings.

Category 5—Workforce Focus

TCL is committed to supporting the faculty and staff insuring that their efforts are focused on the mission of the College to provide exemplary educational opportunities to the population of our four county service area.

1. How do you organize and manage work to enable your workforce to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?

Supervisors develop a planning stage document for each employee, which is reviewed and modified each year. Each employee is formally evaluated based on his or her respective planning stage document. Although state regulations define salary ranges and compensations for TCL employees, salary increases are adjusted in accordance with performance, documented by yearly evaluations.

Work is assigned by the President, based on the integrated strategic plan, to each of the four academic divisions, continuing education, student affairs and the other administrative divisions, empowering the divisions to complete each task as they see fit. Work is, in turn, distributed to the faculty and staff based on the planning document for employees and their area of expertise. Division heads share resources and encourage cooperation interdepartmentally and between the major divisions. Individuals are supported in their efforts to find innovative solutions.

2. How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

The College's institutional committee structure enables systemic communication. Meeting weekly, the Strategic Leadership Team comprised of the President and Vice Presidents, disseminate information and communicate best practices to division chairs and through the various committees.

TCL uses electronic mail extensively to communicate and to serve as a record in communication. In addition, the College utilizes its Everyone Server to provide information to all employees. Monthly employee newsletters are sent via email and a daily email bulletin. The President publishes a quarterly newsletter that is sent to all internal and external stakeholders. The web site is used for updating internal and external stakeholders. Any relevant communication from the regulatory agencies and other organizations is distributed to appropriate employees. Faculty and staff forums are held each semester to address key College priorities and for dialogue of issues facing the College and higher education. "Friday Connections" was implemented by the President for a casual exchange of information with the purpose of open dialogue and to highlight College news.

3. How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?

A planning document, aligned with the strategic plan, is prepared by the employee and his/her supervisor. The planning documents are reviewed annually; however, supervisors use the document as a guide in advising and feedback to support high performance.

4. How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?

Since many jobs in academia depend on one's educational level, each member of the faculty and staff is encouraged to further his or her education. TCL is an active participant in the SCTCS Leadership Certificate program conducted through the University of South Carolina. Several employees have completed the program and are continuing their studies in the Ph.D. program. A 12-month Leadership Program was sponsored for technical college employees. This program concentrates on leadership and management skills for employees wanting to progress with their careers. In addition, the College provides professional development funding for staff and faculty to attend conferences, seminars, and workshops to further skills and knowledge. The Strategic Leadership Team encourages faculty and staff to communicate career goals and works to mentor those seeking promotion. All position openings are posted internally, and employees are encouraged to seek promotions when appropriate.

5. How does your development and learning system for leaders address the following?

A. Developmental of personal leadership attributions

Internal seminars and workshops are held to assist employees in developing leadership skills. College employees participate in the South Carolina Technical College System's Leadership Academy. Professional development goals are identified for employees and opportunities are offered as resources are available.

B. Development of organizational knowledge

Faculty and staff handbooks are available for all employees and serve as informational resources for all employees. College policies and procedures are available for reference. Vice Presidents communicate and discuss organizational philosophies, operations, and key initiatives to division and department heads. The human resources department conducts a comprehensive orientation for new employees.

C. Ethical practices

Employee handbooks and policies and procedures are available to all employees. Senior leaders ensure that employees are aware of local, state, and federal regulations. Seminars and workshops also serve as venues to disseminate information regarding ethical practices.

D. Core competencies, strategic challenges, and accomplishment of action plans

The College's mission and vision statements and the strategic plan are widely distributed and discussed among faculty and staff. The leadership of the Strategic Planning Council represents a broad spectrum of the college community and is expected to communicate and discuss challenges and accomplishments to ensure continual dialogue.

6. How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?

- Staff and faculty capacity needs and staffing levels are evaluated and monitored by the Vice President for Administration with input from the Strategic Leadership Team and Division Deans; however, as stated previously, one of the most serious challenges the College faces is the lack of funds for human resource capacity building. The increase in student enrollment increase has resulted in a large number of students to serve, with full-time faculty and staff increase. Therefore, staff workloads have increased significantly with no additional compensation due to economic conditions.
- The College uses the Employee/Faculty Performance Management System for assessment of workforce capability and competencies. Planning documents include key competencies needed for excellent performance.

7. How do you recruit, hire, and retain new employees?

Recruiting and hiring activities are coordinated by the College's Office of Human Resources under the supervision of the Vice President for Administrative Services. Hiring procedures follow State Board Policy 8-7-100 & 8-7-100.1.

The college abides by all state and federal employment regulations and is an equal opportunity employer. Upon approval of a new position or job vacancy, the position is posted and advertised internally and externally.

A selection committee is appointed by the President, and the committee screens applications from the applicant pool. Top candidates are contacted for interviews by the selection committee. Offers for employment are extended by the Office of Human Resources. Once hired, the new employee receives an overall orientation with the personnel department, and it is the supervisor's responsibility to orient the employee to his/her position and division. Supervisors are encouraged to work closely with a new employee by providing feedback and to assist the employee in assimilation into the college's culture.

8. How do your workforce education, training and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?

The Academic Leadership Council recommends faculty professional development activities around key issues related to the Strategic Plan. Many faculty and staff communicate the knowledge and skills learned through various conferences and training activities by conducting internal workshops for other employees. For example, a faculty member sent to Microsoft training for a new application may then in turn offer a series of workshops to other employees.

Evaluation of professional development is included within the employee's performance planning documents. Employee performance success criteria address how the employee utilizes new skills and knowledge and how it is incorporated into the position.

9. How do you evaluate the effectiveness of your workforce and leaders training and development systems?

Faculty and staff training and professional development are included in the employees' performance management documents and are evaluated as part of the employees' performance evaluations. Together, supervisor and employee determine professional development activities. The supervisor monitors and evaluates the employee's progress and the effectiveness of the training as related to the position.

10. How do you motivate your workforce to develop and utilize their full potential?

Various surveys have noted that stakeholders find the TCL staff dedicated to the mission of the College and enjoy working to serve students as they pursue their career paths. Faculty and staff accomplishments are recognized formally and informally. The employee/faculty performance management process is linked to monetary incentives in the form of raises, if funding is available. Professional development funds are available to faculty and staff for pursuing educational goals as funding is available.

11. What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?

Surveys, focus groups, and other means are used to gauge faculty and staff satisfaction. The President visits division meetings to solicit feedback from faculty and staff. The President established "Friday Connections" to facilitate casual discussion and faculty and staff forums for dialogue concerning key college initiatives and priorities.

12. How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?

As stated in 3.5.8, assessments are communicated to the Area Commission, Strategic Leadership Team, institutional committees, including the Academic Leadership Committee, and analyzed for inclusion into the strategic planning process.

13. How do you maintain a safe, secure, and healthy work environment? (Include you workplace preparedness for emergencies and disasters)

- The College has an active, standing Safety, Health and Business Continuity Committee established to assist the College with maintaining a safe and healthy campus environment. The College provides information on safety and health and wellness programs through various sources, including the College web site, employee newsletter and electronic bulletin, and student publications.
- The College publishes an Emergency Preparedness Plan, which is made available both in hard copy and in electronic format. All faculty and staff are required to read this plan as part of their orientation. The State Emergency Operation Plan is also available in both electronic and hard copy. Physical plant and security staff constantly monitor the campuses to maintain a safe physical environment for faculty, staff, and students.
- The Strategic Leadership Team reviews College safety and emergency plans. In addition, best practices in higher education are discussed regularly with College personnel regarding safety, crisis, and emergency preparedness.

Category 6—Process Management

1. How do you determine and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?

- TCL's core competencies are determined by collecting information and feedback from key stakeholders (students, faculty, staff, local employers, and community leaders) to refine course offerings, delivery formats, and schedules.
- Accreditation standards are considered in developing core competencies.
- Core competencies include the following: a) relevant curriculum offerings b) developmental and general education along with business and industrial technologies, health sciences, and continuing education and workforce offerings, c) quality instruction, and d) comprehensive student support services.
- The core competencies relate directly to the College's mission as a comprehensive, public, two-year institution dedicated to serving diverse educational needs of its service area communities.
- The core competencies are used as a foundation to plan strategically the institution's activities and to develop action plans.

2. What are your organization's key work processes?

The College's key work processes are defined in the areas of academic, financial, student services, continuing education, and institutional advancement.

The strategic plan drives the action items of each division. The vice president responsible for each area works with staff and faculty to ensure that the priorities established are implemented and expected outcomes are obtained.

3. How do you determine and what are (list) your key learning-centered processes that deliver your educational programs, offerings, and student services?

TCL identifies learning processes as those that directly relate to the increase in student knowledge to further the goals and mission of the college. The following processes are determined by key stakeholders: a) curriculum design, b) instruction, c) delivery methods, d) advising, e) registration, and f) career counseling.

4. How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work process requirements?

- The College participates in community and civic organization meetings, such as the chambers of commerce meetings, and conducts a series of surveys and focus groups to ascertain workforce and student input on key work processes. Advice for program improvement is solicited from the advisory committees and employers for each program area.
- Recently, to collect feedback on TCL's intake processes, the college hired a consultant who conducted student focus groups, and to assess the campus climate, the consultant conducted a survey of all employees and faculty, staff, and student interviews. The results were reported, and the findings have been used to improve student intake services.
- In Fall 2010, TCL conducted its first New Student Orientation (NSO), and the participants and event staff provided feedback in surveys, evaluations, and post-event meetings. The feedback was incorporated into the planning and execution of subsequent NSOs.

5. How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?

The College's Strategic Plan is designed as a map to guide leadership in efficiency and effectiveness. The action plans of each division are monitored, evaluated, and accessed. Improvement plans are determined based on this process. A variety of checks and balances are in place to aid in maintaining efficiency and effectiveness and to drive improvement.

6. How do you systematically evaluate and improve your work processes?

All College division programs and services are assessed and evaluated. Prescribed measures in the strategic plan provide essential data for decision-making. Data analysis and research are coordinated through the Office of Planning and Institutional Research. Administrative and academic program reviews are ongoing. Each division is reviewed and evaluated as to its respective focus, and recommendations are submitted for discussion and implementation.

7. What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?

Key support processes include strong marketing efforts, a student success management system that promotes student success, and a finance organization that provides funding for maintaining existing programs and developing new programs.

Because the basic outcome is delivery of education programs to students in the service area, all other College departments function to directly or indirectly support an objective. This support may be direct support to instruction through materials, facilities, financial services or to students as counseling, tutoring, food services or other support. In addition to the established evaluation processes through the reporting structure and personnel processes, support services are also evaluated through administrative program reviews.

8. How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new initiatives?

Budgetary and financial resources are provided by tuition and state and local allocations. These resources are managed by TCL's Finance Division. Increases in tuition over the past several years have provided increases in the overall operating budget.

TCL uses a budget process based on the strategic plan that includes a Budget Committee and extensive involvement with college personnel in developing budget needs for support of the various educational programs, support functions, facilities and institutional needs. The President, Commission members and other College administrators are actively involved in seeking funds from all available sources to support the College programs.

The strategic planning process and institutional effectiveness efforts establish specific initiatives whose funding requirements flow into the budget planning process. The Budget Committee develops the annual budget based on priorities identified in the planning process and makes the budget recommendations to the President, and in turn, to the TCL Commission.

Category 7—Organizational Performance Results

Data Sources

The Technical College of the Lowcountry retrieves data reports from a several reporting systems sponsored by national, state, and local agencies/organizations. In addition to Datatel, the College relies on the South Carolina Employment Security Commission, the National Student Clearinghouse, the South Carolina Department of Commerce, and the U.S. Census Bureau for data reports.

Reporting Systems/ Data Sources

- Community College Survey of Student Engagement (CCSSE reports)
- National Center of Education Statistics Integrated Postsecondary Education Data Systems reports (NCES IPEDS)
- SCTCS Dashboard/Enterprise Decision Support System (EDSS)
- South Carolina Commission on Higher Education (SCCHE) Institutional Effectiveness and Performance Funding Reports
- South Carolina Technical Education System (SCTCS)
- Southern Regional Education Board (SREB)
- SUMMA Information Systems, Inc., *Student Opinion of Instruction Survey*
- Technical College of the Lowcountry (TCL) data and information management system reports

Comparison groups

For national and regional comparisons, TCL uses data reports from the NCES IPEDS, SREB, and CCSSE reports. For state and local comparisons, TCL uses SCTCS, and SCCHE reports. The following colleges comprise TCL's South Carolina Technical College System Level 2 Peer Group based on undergraduate enrollment head count in the 1,000 to 4,000 range: a) Aiken Technical College, b) Carolina Central Technical College, c) Orangeburg-Calhoun Technical College, and d) Technical College of the Lowcountry.

7.1 What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

TCL's 2006-2008 fall-to-fall retention rates of its first-time; full-time, degree-seeking freshmen cohorts were above the South Carolina Technical College's System rates. The Fall 2009 cohort was slightly below the System's rate of 53% in 2009-2010. Since 2006-2007, the College's retention rate has increased by three (3) percentage points.

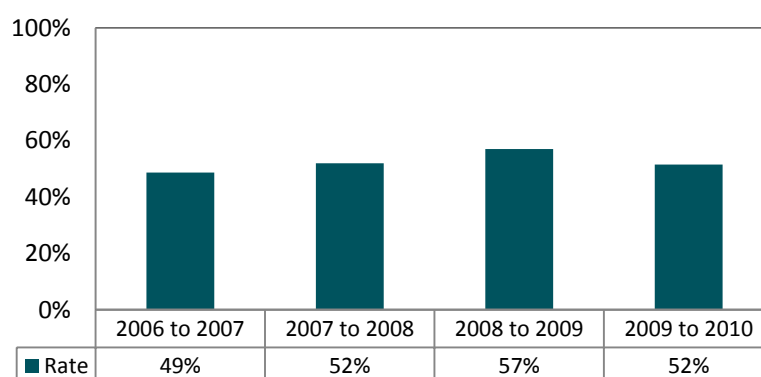
7.1.1 Key Measure: Student Retention

Fall-to-Fall Retention of First-time, Full-time Degree-seeking Freshmen

Fall-to-fall retention peaked in 2008-2009 at 57%.

**4-year Average of
Fall-to-fall Retention Rates: 53%**

**Top Fall-to-fall Retention Rate:
57% for Fall 2008 Cohort**



7.1.2 Key Measures: TCL's Community College Survey of Student Engagement (CCSSE) Benchmark Scores

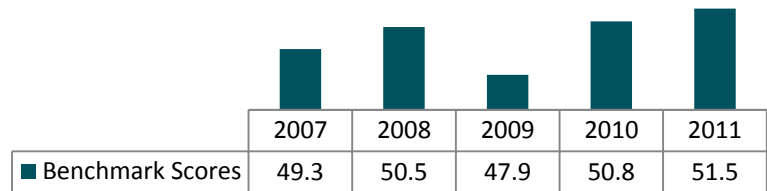
Benchmark scores are standardized so that the weighed mean across all students is 50 and the standard deviation across all participating students is 25.

TCL's Benchmark scores for Academic Challenge were above the CCSSE Cohort's in 2008, 2010, and 2011.

5-year Benchmark Score Average: 50.0

Top Benchmark Score: 51.5 in 2011

Academic Challenge

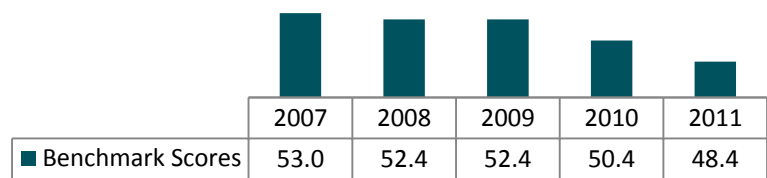


TCL's Benchmark scores for Active and Collaborative Learning were above the CCSSE Cohort's in 2007, 2008, 2009, and 2010.

5-year Benchmark Score Average: 51.3

Top Benchmark Score: 53.0 in 2007

Active and Collaborative Learning

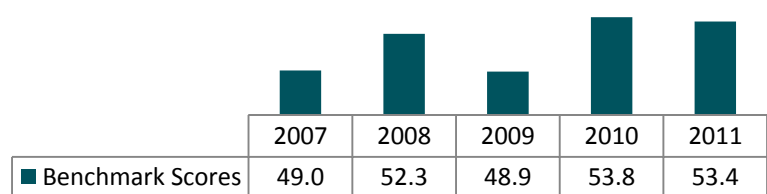


TCL's Benchmark scores for Student Effort were above the CCSSE Cohort's in 2008, 2010, and 2011.

5-year Benchmark Score Average: 51.5

Top Benchmark Score: 53.8 in 2010

Student Effort

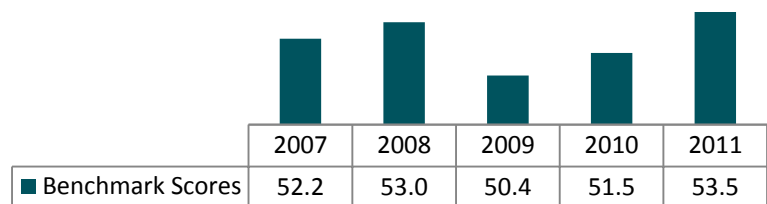


TCL's Benchmark scores for Student-Faculty Interaction were above the CCSSE Cohort's for all years 2007 to 2011.

5-year Benchmark Score Average: 52.1

Top Benchmark Score: 53.5 in 2011

Student-Faculty Interaction

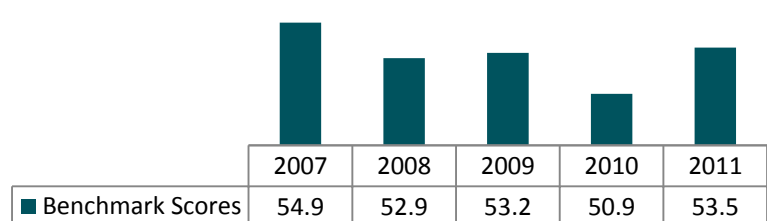


TCL's Benchmark scores for Support for Learners were above the CCSSE Cohort's in all years 2007 to 2011.

5-year Benchmark Score Average: 53.1

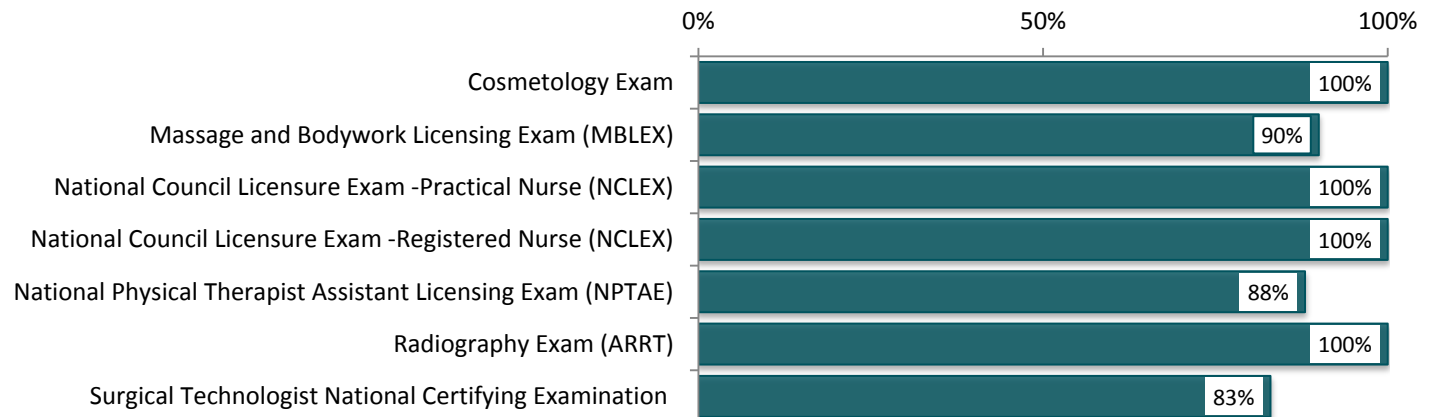
Top Benchmark Score: 54.9 in 2007

Support for Learners



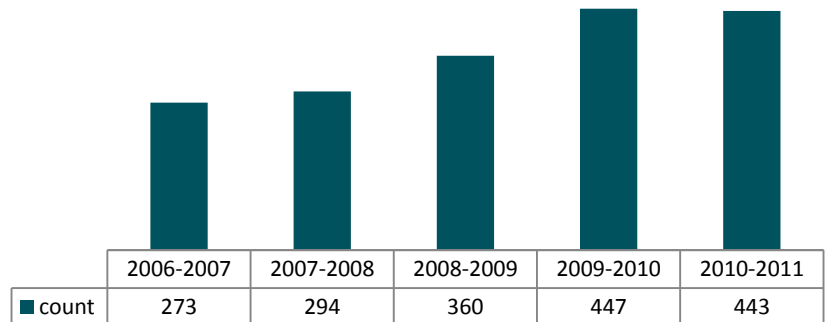
7.1.3 Key Measure: First-Attempt Pass Rates of National Professional Licensure Examinations

- **2010-2011 First-Attempt Pass Rates**
- Of the seven (7) national professional licensure examinations that TCL supports, four (4) examinations had 100% first-attempt pass rates in 2010-2011.
- For the fifth consecutive year, all graduates in the Radiologic Technology program passed the national professional licensure examination on first attempt.



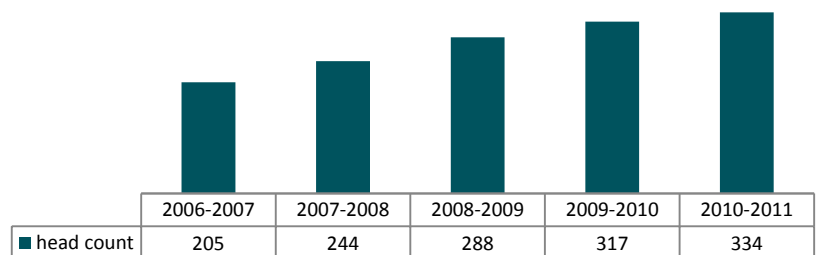
7.1.4 Key Measure: Completions—Awards Conferred (Reporting Period: July 1 to June 30)

5-year Average: 363
Top Year for Awards: 447 in 2009-2010
Awards Conferred Growth Rate from 2006-2007 to 2010-2011: 62%



7.1.5 Key Measure: Completions—Number of Graduates (Reporting Period: July 1 to June 30)

5-year Average: 278
Top Year for Graduates: 334 in 2010-2011
Graduates Growth Rate from previous 2006-2007 to 2010-2011: 63%



7.1.6 Key Measure: Graduates of Accredited Health Sciences Programs

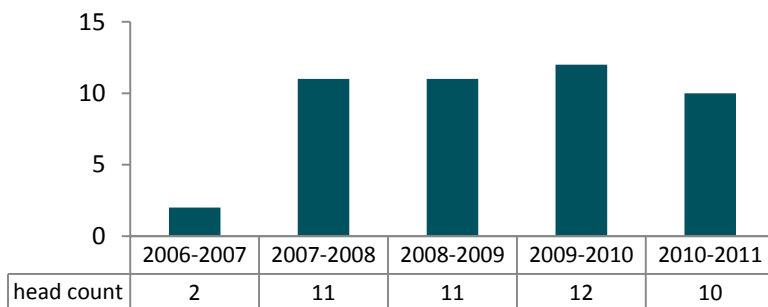
(Reporting Period: July 1 to June 30)

All of TCL's 2010-2011 Health Science programs were accredited by a national, regional, and/or state organizations

(*indicates preliminary data (not verified by SC CHE as of September 2, 2011) for academic year.)

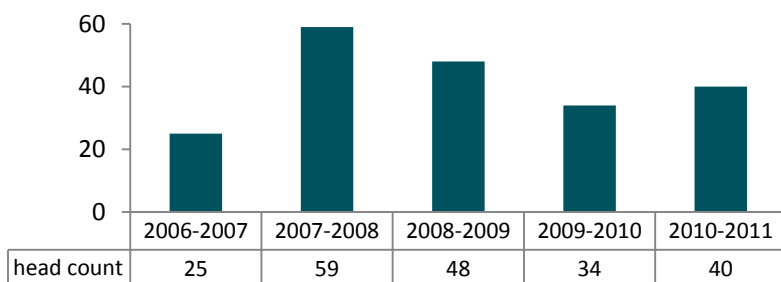
Certificate of Applied Sciences in Massage Therapy

TCL's Certificate of Applied Science in Massage Therapy was the first and only massage therapy program in South Carolina to earn a specialized program accreditation from the Commission on Massage Therapy Accreditation (COMATA).

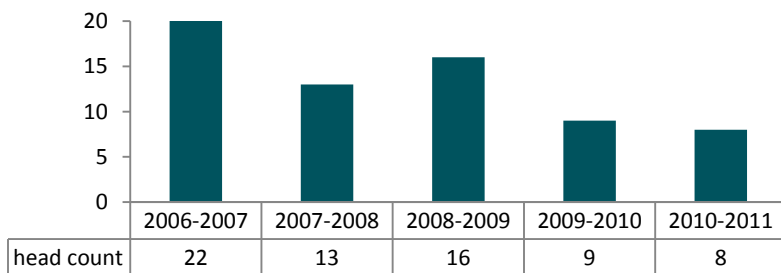


Associate of Applied Sciences in Nursing

In 2008-2009, TCL adjusted the cap size for the entering student class for the nursing program from 56 to 40 students twice a year.

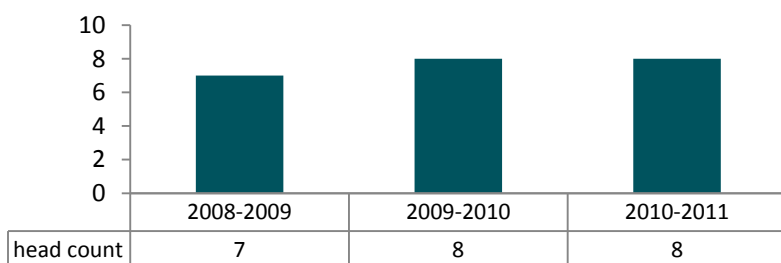


Diploma of Applied Sciences in Practical Nursing



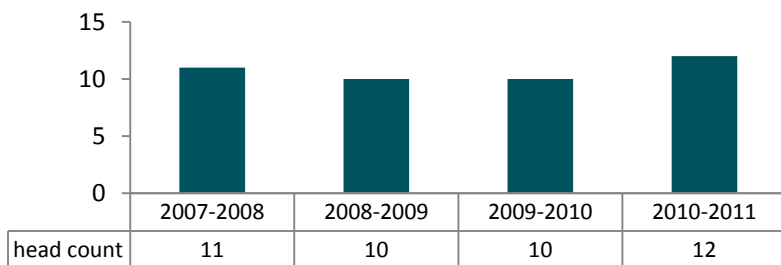
Associate of Applied Sciences in Physical Therapist Assistant

Program's first class of graduates was conferred in May 2009.



Diploma of Applied Sciences in Surgical Technology

Of TCL's graduates from the Diploma of Applied Sciences in Surgical Technology who attempted the Surgical Technologist National Certifying Examination in 2010-2011, 83% passed on their first attempt.



7.1.7 Key Measures: Graduation Rates and Success Rates

Graduation Rates and Success Rates of First-time, Full-time Degree-seeking Freshmen

Graduation Rates: Percentage of GRS Cohort that graduate within 150% of program normal time.

Success Rate: Percentage of GRS Cohort students who graduate, transfer to a university or college, and/or who were still enrolled.

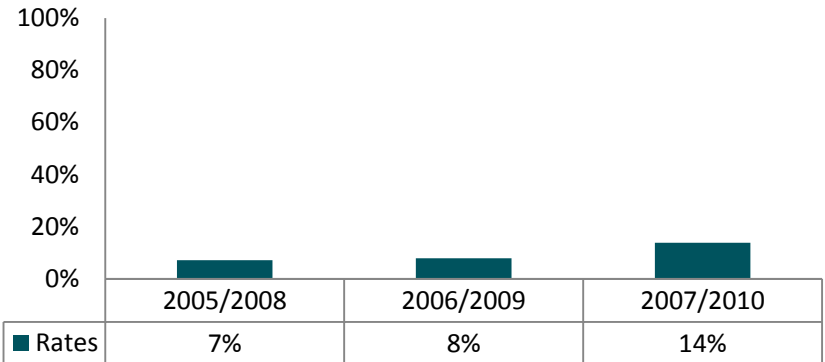
TCL's Graduation Rates doubled from 2008 at 7% and 14% in 2010.

From 2008 to 2010, TCL's Success Rate increased by 8 percentage points.

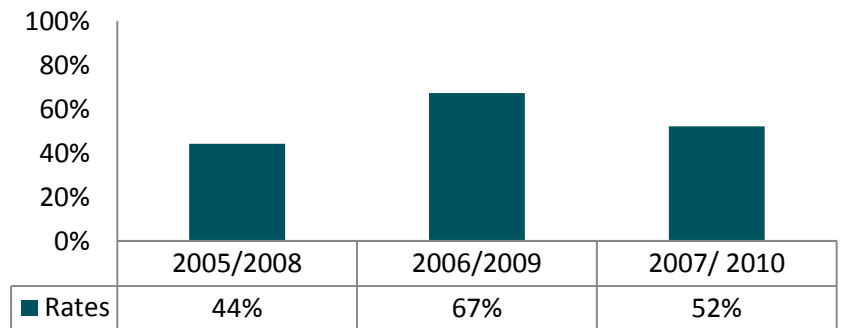
Top Year for Graduation Rate:
14% in 2010

Top Year for Success Rate:
67% in 2009

Graduation Rates



Success Rates

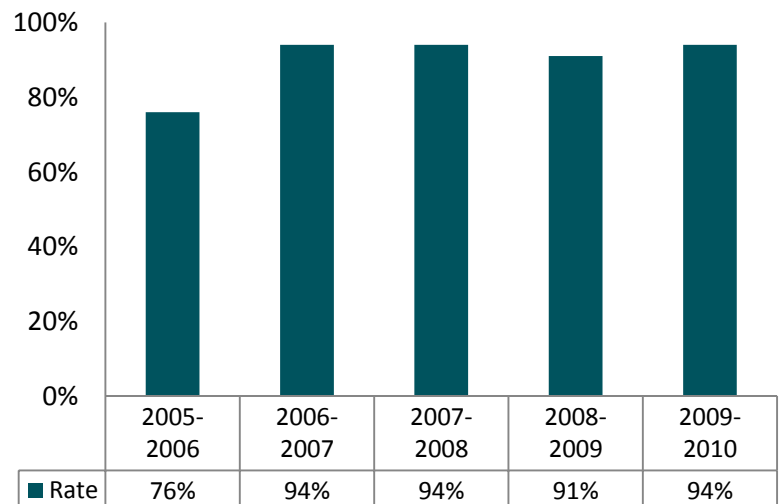


7.1.8 Key Measure: Graduate Placement Rates—On Job and In School

Graduate Placement Rates

TCL has held a graduate placement rate (on job and in school) higher than 90% for the past four reporting years.

Data Source: National Student Clearinghouse subsequent enrollment reports; South Carolina Employment Security Commission employment tracking reports; TCL tracking graduates



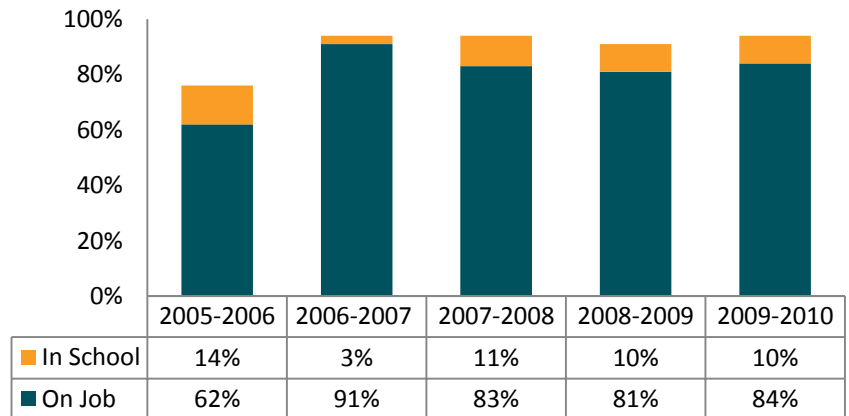
7.1.9 Key Measure: Graduate Placement Rates—On Job or In School

Graduate Job and In School Placement Rates

Top Year for On Job Placement:

2006-2007 at 91%

Data Source: National Student Clearinghouse subsequent enrollment reports; South Carolina Employment Security Commission employment tracking reports; TCL tracking graduates



7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

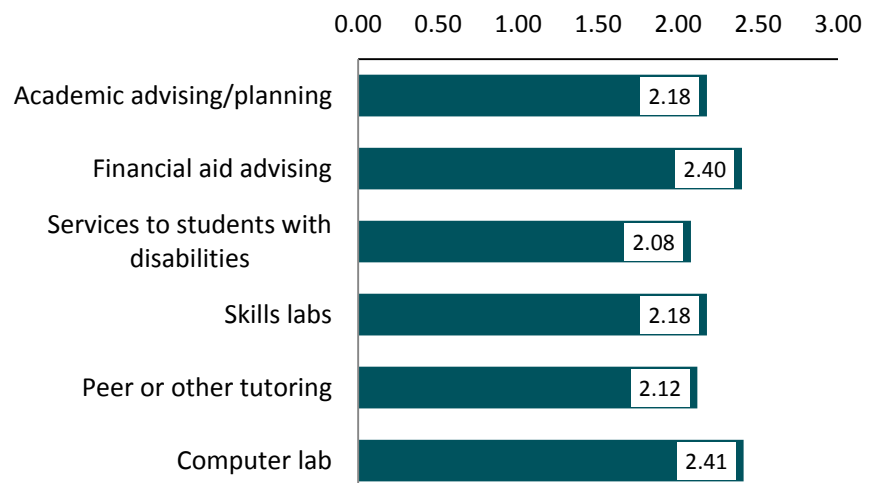
7.2.1 Key Measure: Student Satisfaction of College's Student Support Services

Student Satisfaction of Support Services Benchmark Item Scores (CCSSE 2011)

As a group, the students were satisfied with TCL's six specific Support Services.

Top Benchmark Item Score: Computer lab

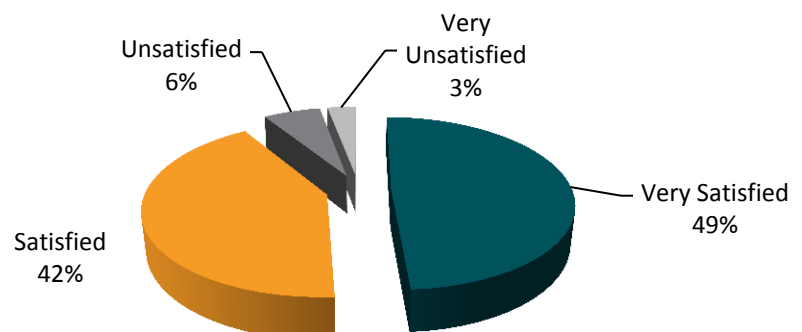
As the mean nears 3.00, the level of student satisfaction increases to "Very Satisfied." A mean score of 2.00 or higher indicates satisfaction.



7.2.2 Key Measure: Student Satisfaction of College's Use of Technology for Course Instruction

Student Satisfaction of Technology (CCSSE 2011)

The majority (91%) of the students were satisfied with the technology used for course instruction in the classroom. Nearly half of the students were very satisfied.



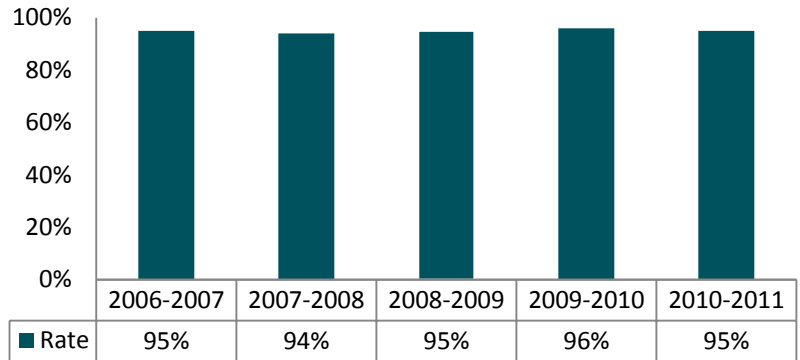
7.2.3 Key Measure: Student Opinion Course Instruction

Student Satisfaction of Instruction

As a group, 95% of TCL's students were satisfied with course instruction.

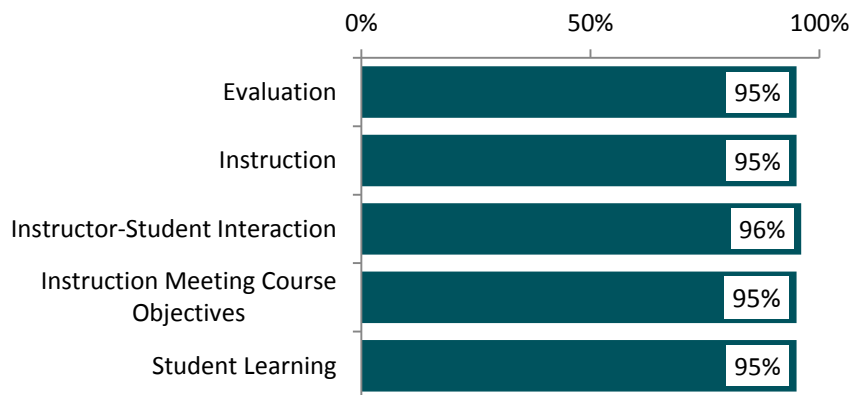
5-Year Average: 95%

Top Year: 2009-2010 with 96%



SUMMA Agreement Rates for Fall 2010 and Spring 2011 Semesters

As a group, students were satisfied with the following components of instruction: Course Evaluation, Course Instruction, Instructor-Student Interaction, Instruction Meeting Course Objectives, and Student Learning at TCL.

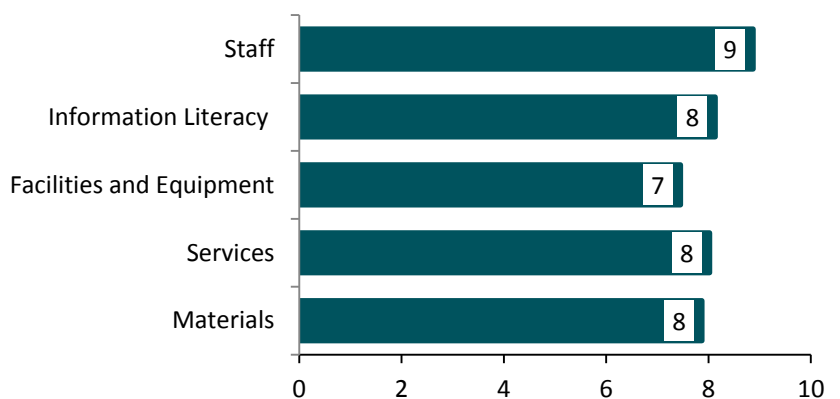


7.2.4 Key Measure: Student Satisfaction of Library

Student Satisfaction of Library: 2011 Satisfaction Scores

Overall, students were satisfied with the library's staff, information literacy courses, facilities and equipment, services and materials.

As the satisfaction score nears 10, the level of satisfaction increases to "Very Satisfied". A score of 7 or higher indicates satisfaction.



7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

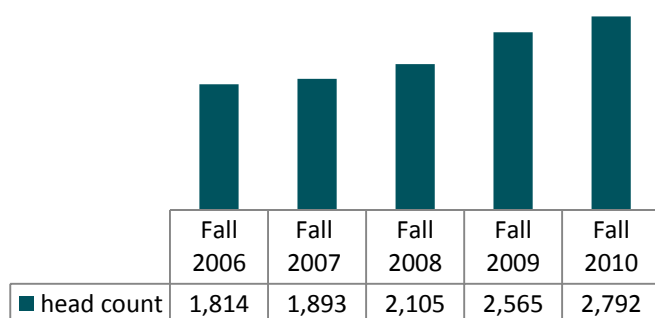
7.3.1 Key Measures: Fall Undergraduate Enrollment and Growth Rates

Growth in enrollment from 2006 to 2010

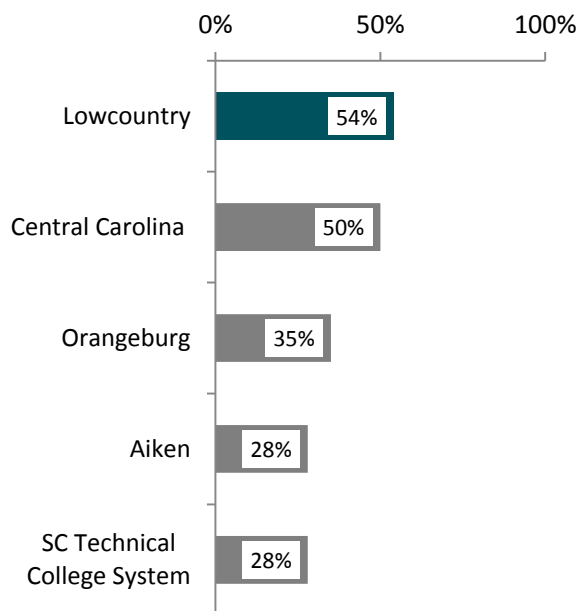
TCL had the fastest growing enrollment among the 16 institutions in South Carolina's Technical College System and its SCTCS Level 2 Peer Group. From 2006 to 2010, TCL grew by 54%.

Fall 2010 enrollment grew by 9% over the previous fall.

TCL Undergraduate Fall Enrollment



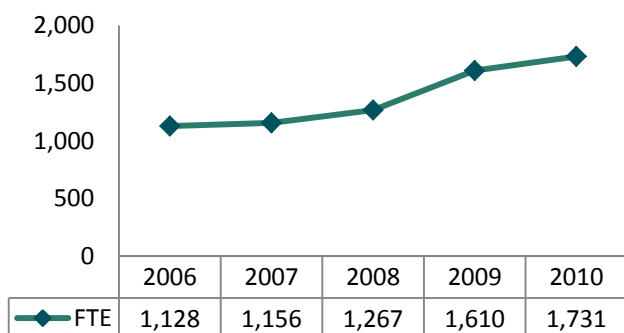
Growth Rates for SCTCS Level 2 Peer Group



7.3.2 Key Measures: Fall Undergraduate Full-time Equivalence (FTE) and Credit Hours Delivered

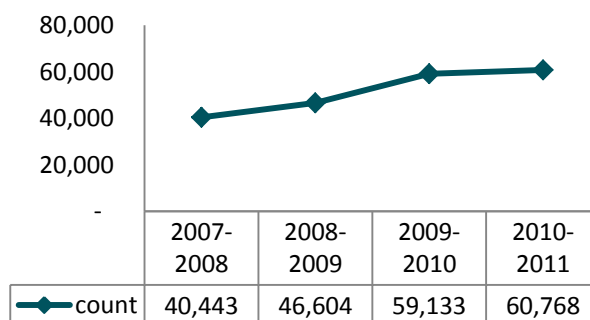
Full-time Equivalence (FTE)

FTE steadily increased by 53% from Fall 2006 to Fall 2010.



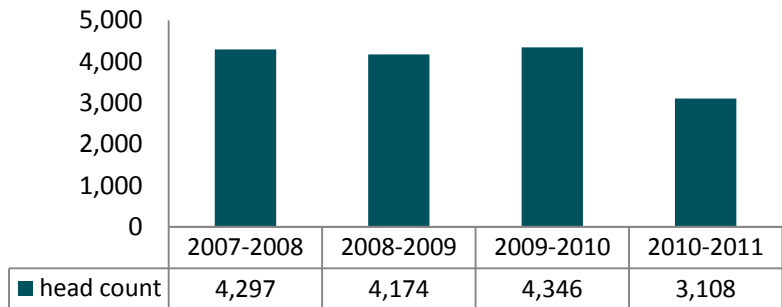
Credit Hours Delivered Annually

TCL increased the number of credit hours delivered by 50% from 2007-2008 to 2010-2011.

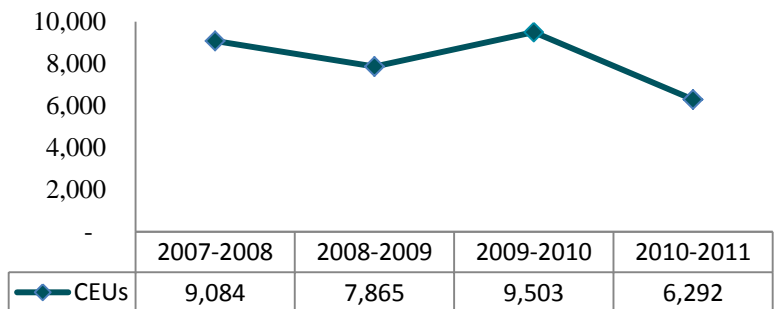


7.3.3 Key Measures: Enrollment in Continuing Education Courses and CEUs

Continuing Education Enrollment Head Count (Annual)



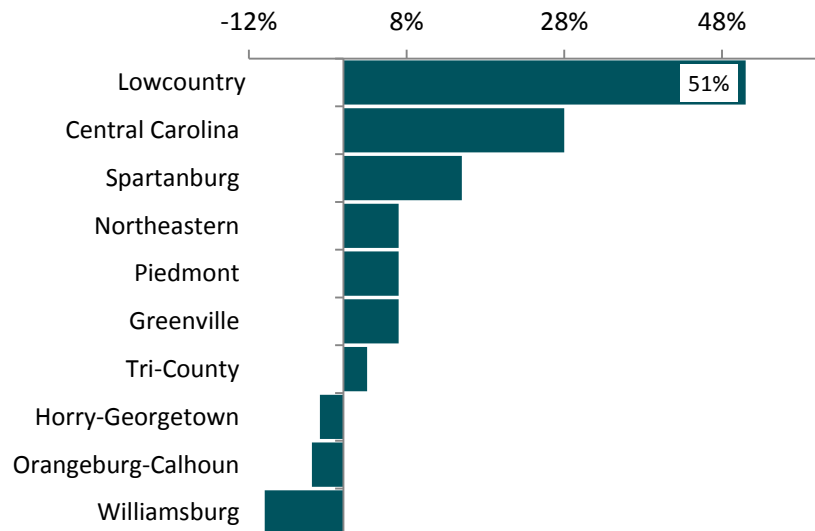
Continuing Education CEUs Delivered (Annual)



7.3.4 Key Measure: Use of LRC Library Electronic Sources

User Rates of Electronic Sources

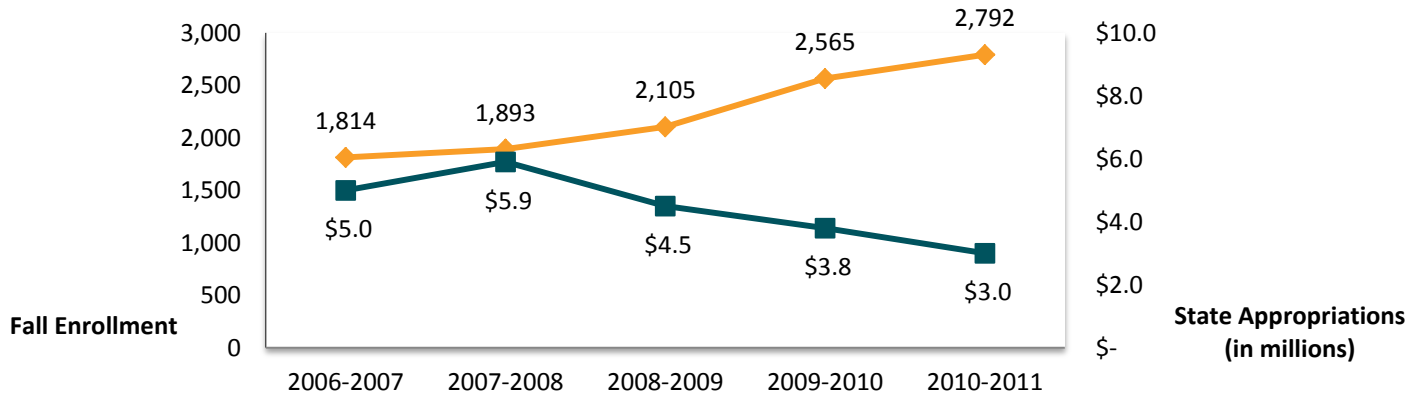
TCL increased its user base of electronic sources by 51% from 2006 to 2010. In addition, TCL had the largest percentage increase in the use of electronic sources compared to other technical colleges.



7.3.5 Key Measure: Cost Containment—Fall Enrollment Growth Compared to State Appropriations

State Appropriations and Fall Enrollment Trends

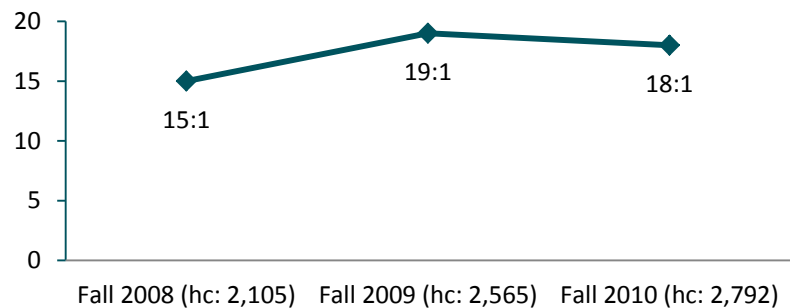
TCL has maintained its quality of services and programs while State Appropriations decreased from \$5 million in 2006-2007 to \$3.0 in 2010-2011, a 42% cut over five years. During this period of severe budget cuts, TCL's enrollment grew by 54%.



7.3.6 Key Measure: Student to Faculty Ratios

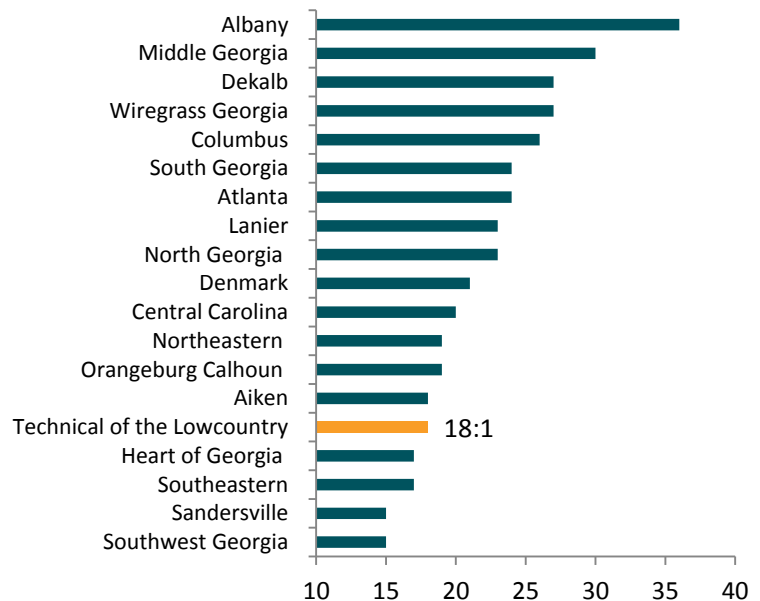
Student-Faculty Ratio Three-year Fall 2008 to Fall 2010

TCL maintained an excellent student-faculty ratio of 18:1 during 2010-2011.



Student-Faculty Ratios Comparing TCL to Peer Colleges in South Carolina and Georgia

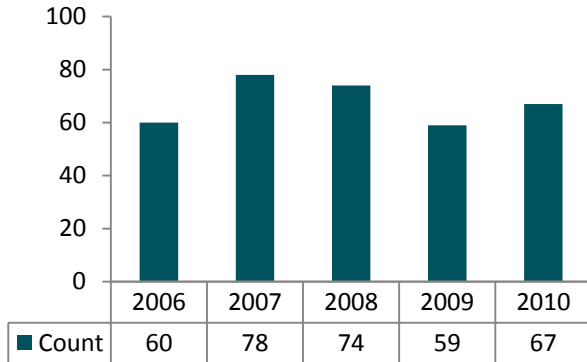
Among 19 South Carolina and Georgia two-year, public, small technical colleges, TCL had one of the lower 2010 Student-to-Faculty Ratios. Ratios ranged from 15:1 to 36:1, and the majority (68%) of these colleges held a Student-to-Faculty Ratio above 18:1.



7.3.7 Key Measure: Distance Education—Fall Online Course Section Offerings

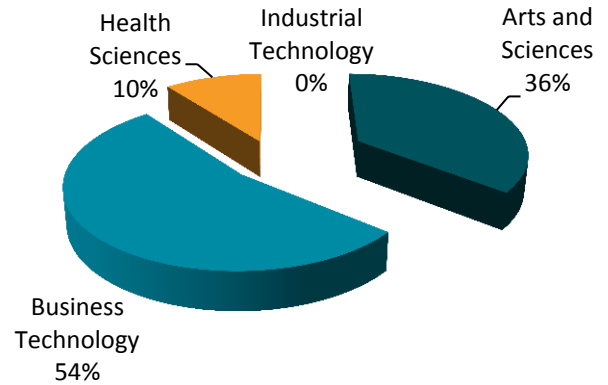
Online Course Section Offerings (Fall Semesters)

In Fall 2010, TCL offered 12% more online course sections compared to Fall 2006.



Fall 2010 Online Course Section Offerings by Division

Slightly more than half (54%) of online course section offerings in Fall 2010 were Business Technology course sections.

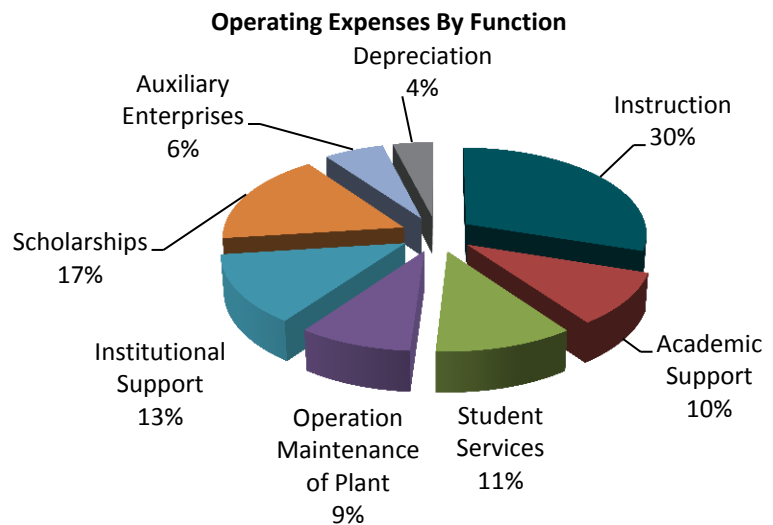
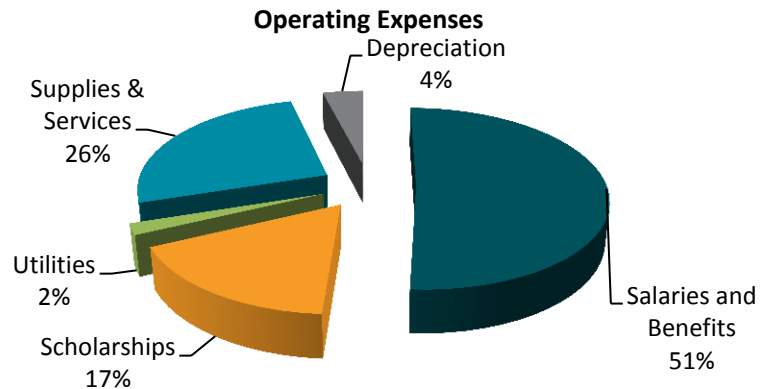


7.3.8 Key Measures: Operating Expenses

(These financial data provided for Fiscal Year End June 30, 2011 are preliminary.)

Operating Expenses as a percentage of total operating expenses Fiscal Year End June 30, 2011

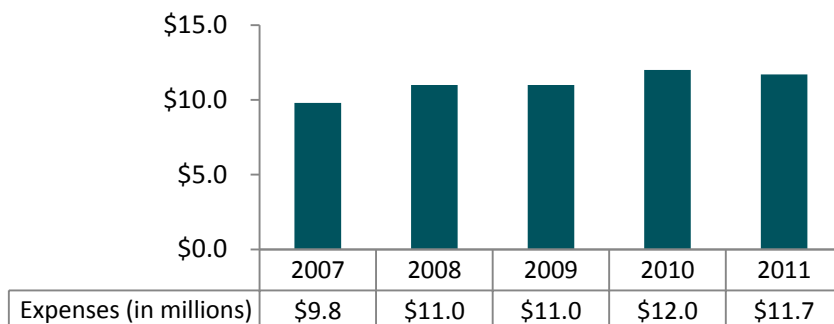
Total Operating Expenses:
\$23.1 million



7.3.9 Key Measures: Trends of Operating Expenses –Salaries and Benefits, Utilities, and Scholarships

(These financial data provided for Fiscal Year End June 30, 2011 are preliminary.)

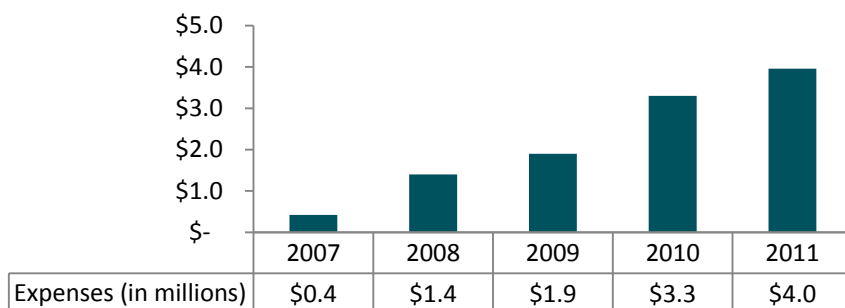
Salaries and Benefits



Utilities



Scholarships

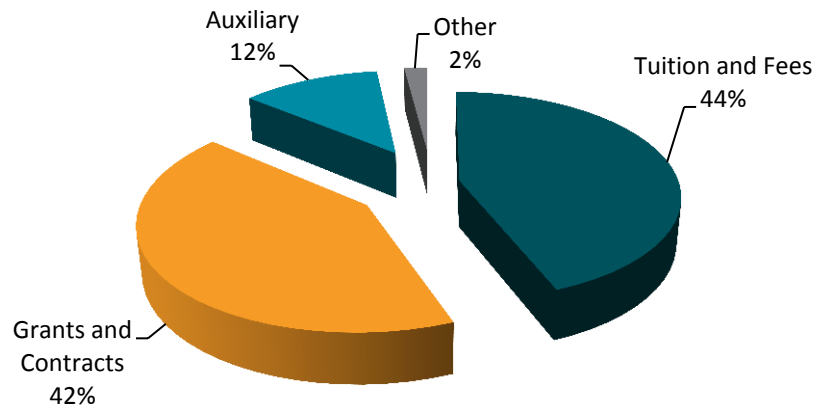


7.3.10 Key Measure: Operating Revenues

(These financial data provided for Fiscal Year End June 30, 2011 are preliminary.)

Operating Revenues as a Percent of Total Operating Revenue.

Total Operating Revenue:
\$8.9 million



7.3.11 Key Measure: Non-operating Revenues

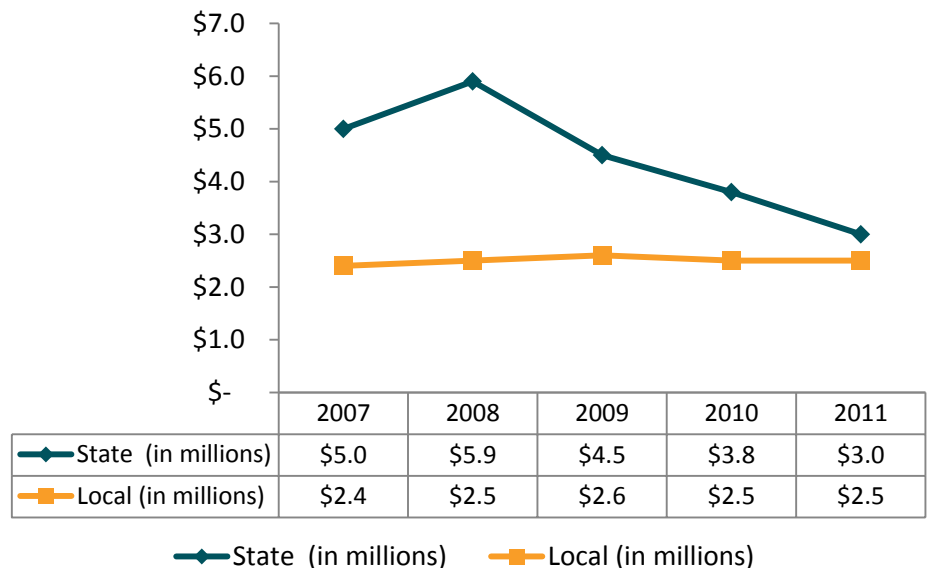
(These financial data provided for Fiscal Year End June 30, 2011 are preliminary.)

Non-operating Revenue:
State and Local Appropriations
Fiscal Year End for 2006 to 2011

Lowest FY for State
Appropriations: 2011 at \$3.0

Lowest FY for Local
Appropriations: 2007 at \$2.4

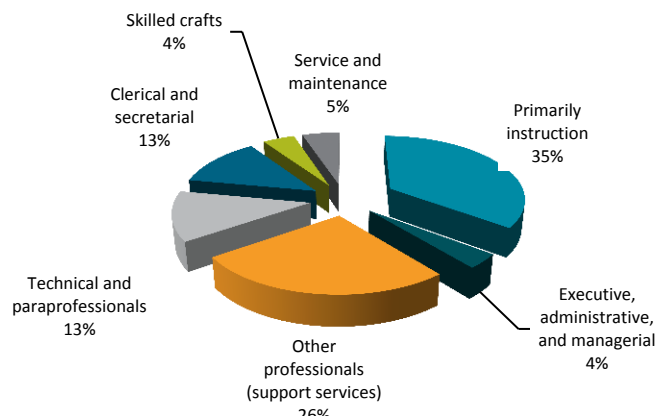
Rate of Change: 2007 to 2011
State: 40% decrease
Local: 4% increase



7.4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, and workforce climate including workplace health, safety, and security?

7.4.1 Key Measure: Growth in Workforce—2010-2011 Full-time Employees by Assigned Positions as of November 1, 2010

| Percentage Full-time Employees by Assigned Positions | |
|--|------------|
| Primary function/occupational activity | Full-time |
| Primarily instruction | 48 |
| Primarily research | 0 |
| Primarily public service | 0 |
| Executive/administrative/managerial | 5 |
| Other professionals (support services) | 36 |
| Technical and paraprofessionals | 17 |
| Clerical and secretarial | 17 |
| Skilled crafts | 6 |
| Service/maintenance | 7 |
| Total number of full-time employees | 136 |

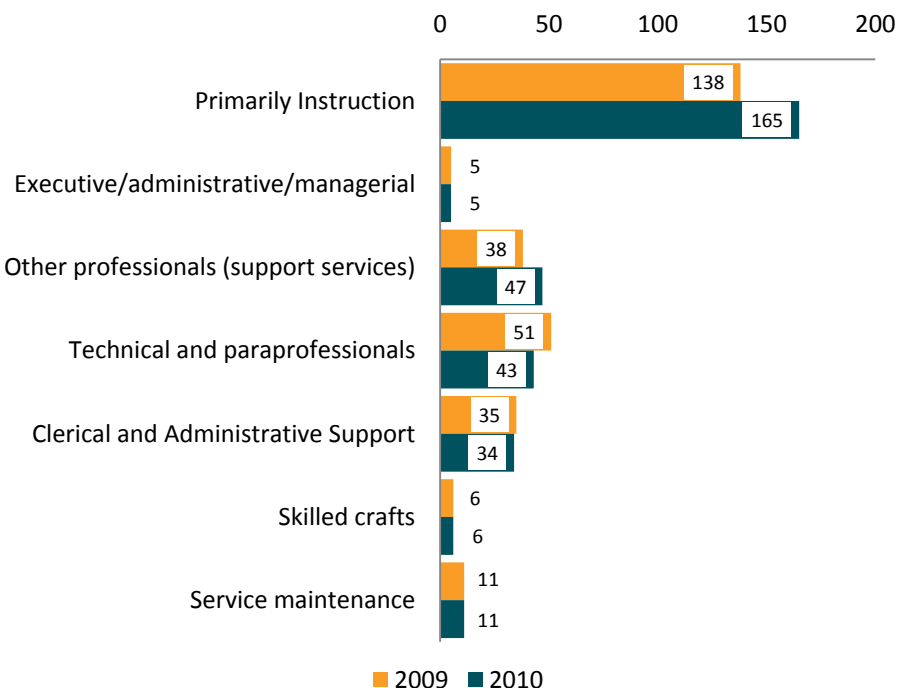


7.4.2 Key Measure: Growth in Workforce—All Employees by Assigned Positions as of November 1

Number of Employees by Assigned Positions: Comparison 2010 to 2009

The number of employees assigned to primarily instruction grew by nearly 20% while the number employees assigned to support services grew by 19%.

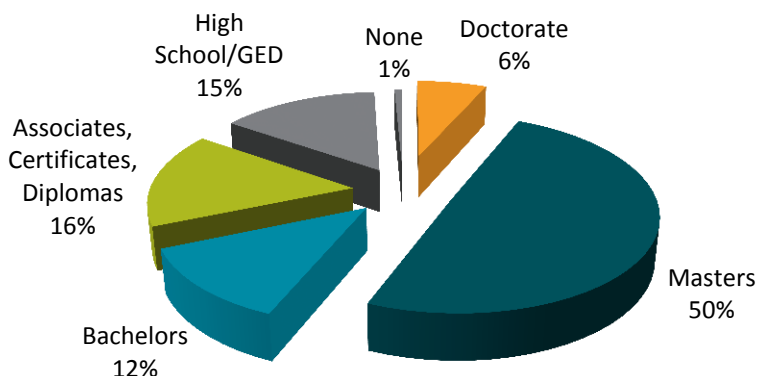
(Note: includes adjunct and part-time employees)



7.4.3 Key Measure: Employee Degree Attainment—Highest Degree Earned by Full-time Employees (as of November 1,2010)

Employee Degree Attainment—highest degree attained by employees as a percent of all full-time employees

The majority (56%) of TCL's 136 full-time employees have earned masters or doctorates.



7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency and work system performance?

7.5.1 Instructional Performance Software Assessment Instrument—IPSI

IPSI provides basic software tools to track course content goals or course level student learning outcomes. In 2010 - 2011 all courses had IPSI syllabi, and those syllabi were posted on the TCL website. Faculty completed a review of courses to determine if all course content had been taught, if any had been removed, and if any new content was included.

Faculty also reviewed whether each content goal was evaluated. Furthermore, faculty reflected on the overall performance of the class and developed a plan for making changes if warranted by the student outcomes. Phase III Program Level Evaluation was implemented in several areas and will become an embedded part of program review over the next program review cycle. The program advisory committees are involved in this work of review and feedback.

7.5.2 2011-2012 Academic Advisory Committees

One of the most important missions of the College is to provide technical, career-oriented programs in response to defined needs of the community it serves. The very nature of such programs demands a close, cooperative relationship exist between the College and local industry, business, and government. To foster this relationship, the College maintains an advisory committee for each of its credit degree and diploma programs/clusters and distinct certificate programs not associated with a degree or diploma program—a total of 19 committees.

These committees are able to provide essential contributions because their membership represents employers and other community members who are respected and recognized as authorities in their fields. The presence of functioning advisory committees enables the educators to develop career education programs based on real needs of the community.

These committees consider feedback from faculty, students, employees, and alumni in addition to information from accrediting bodies or other external sources in their review of the academic programs. Public confidence and improved educational programs can be secured when the experiences and counsel of responsible citizens are solicited and acted upon by the institution.

7.5.2 Key Measure: 2011-2012 Academic Advisory Committees

Academic Programs

| |
|----------------------------------|
| Administrative Office Technology |
| Arts & Sciences (Transfer) |
| Building Construction Technology |
| Civil Engineering |
| Computer Aided Design (CAD) |
| Computer Technology |
| Cosmetology |
| Criminal Justice |
| Culinary Arts |
| Early Childhood Education |
| Electronics |
| General Business |
| HVAC |
| Massage Therapy |
| Nursing |
| Paralegal |
| Physical Therapist |
| Radiologic Technology |
| Surgical Technology |

7.5.3 2011-2012 Institutional Committees

Institutional committees meet on a regular basis and involve faculty and staff at all levels and task forces or ad hoc committees are convened for special initiatives/projects.

7.5.3 Key Measure: 2011-2012 Institutional Committees and Members

| Institutional Committees | Procedure | TCL | Student | Non-voting |
|---------------------------------------|--------------|-----|---------|------------|
| Alcohol and Other Drug Program Review | 2-1-201.1.18 | 7 | 0 | 0 |
| Curriculum | 2-1-201.1.2 | 17 | 1 | 4 |
| Enrollment Management | 2-1-201.1.5 | 19 | 1 | 0 |
| Information Resource Management | 2-1-201.1.4 | 13 | 0 | 0 |
| Safety, Health, & Business Continuity | 2-1-201.1.15 | 14 | 1 | 1 |
| Strategic Planning Council | 2-1-201.1.19 | 28 | 0 | 0 |

7.6 What are your performance levels for your key measures related to leadership and social responsibility?

7.6.1 Community Engagement

The College is engaged in its communities through serving on Boards, local or national active memberships, and/or volunteering with 41 professional or community organizations.

| 7.6.1 Key Measure: 2010-2011 Active leadership and engagement in community organizations | | | |
|---|-------------------------------------|--|-------------------------------------|
| Organization (✓ indicates TCL representation by at least one employee) | Campus -Wide Support | Board of Directors or Advisory Boards | Memberships or Volunteer |
| American Cancer Society—Relay for Life | ✓ | | ✓ |
| American Counseling Association | | | ✓ |
| American Diabetes Association Kiss-A-Pig Campaign | ✓ | | ✓ |
| American Heart Association—Heart Walk | ✓ | | ✓ |
| AMI Kids Beaufort | | | ✓ |
| Beaufort Chamber of Commerce | ✓ | | ✓ |
| Beaufort County Animal Shelter | | | ✓ |
| Beaufort County Library | | | ✓ |
| Beaufort County School District Envisioning Educational Excellence Team | | | ✓ |
| Beaufort Rotary Club | | ✓ | ✓ |
| Beaufort-Jasper Volunteers in Medicine | | | ✓ |
| Bluffton Self Help | | | ✓ |
| Boy and Girls Club of Bluffton | | ✓ | ✓ |
| Business Networking Institute | | | ✓ |
| Colleton County Economic Alliance | | ✓ | ✓ |
| Exchange Club of Beaufort | | ✓ | ✓ |
| Executive Management Team for Beaufort Alliance for Human Services | | | ✓ |
| Friends of Caroline Hospice/Festival of Trees | | | ✓ |
| Greater Beaufort Chamber of Commerce | | ✓ | |
| Greater Island Council Committee for Education and Workforce Development | | | ✓ |
| Greater Island Council of Hilton Head Island and Bluffton | | ✓ | ✓ |
| Hampton County Chamber of Commerce | | | ✓ |
| Hope Haven | | ✓ | |
| Junior Service League of Beaufort | | | ✓ |

7.6.1 Key Measure: 2010-2011 Active leadership and engagement in community organizations

| Organization (✓ indicates TCL representation by at least one employee) | Campus -Wide Support | Board of Directors or Advisory Boards | Memberships or Volunteer |
|---|----------------------------|--|-----------------------------|
| Literacy Volunteers of the Lowcountry | | ✓ | |
| Lowcountry Economic Alliance | | ✓ | |
| Lowcountry Economic Network | | ✓ | |
| Lowcountry Small Business Hub | | | ✓ |
| Lowcountry Young Professionals | | ✓ | |
| National Alliance on Mental Illness-Bluffton | | | ✓ |
| National Association of Professional Women | | | ✓ |
| National Career Development Association | | | ✓ |
| Regional Education Committee | | ✓ | |
| South Carolina Works | | | ✓ |
| The Beaufort Exchange Club | | ✓ | ✓ |
| Together for Beaufort | | ✓ | |
| Together for Beaufort Fund and the Eat Smart Move More Lowcountry Coalition | | | ✓ |
| Together for Beaufort Partnership for Adult Literacy | | | ✓ |
| Together for Beaufort- Reducing Births to Teens Alliance | | | ✓ |
| United Way | ✓ | | ✓ |
| Workforce Investment Board | | ✓ | |

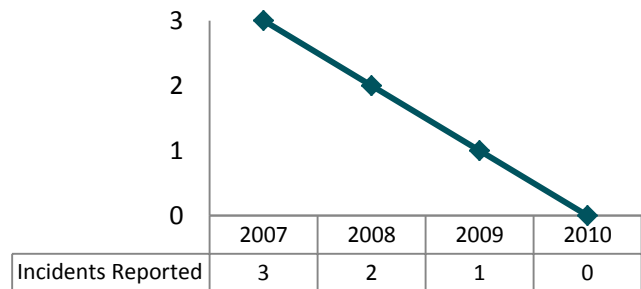
7.6.2 Key measure: Crime On Campus

U.S. Department of Education: Crime on Campus Reports: Criminal Offenses

Reporting period: January 1 – December 31, 2010
Reports of criminal offenses have steadily decreased from three (3) reports in 2007 to zero (0) reports in 2010.

(As of reporting deadline, TCL has had no reports of Hate Crimes, Arrests, or Disciplinary Actions pertaining to the offenses listed above since 2007.)

Criminal Offenses



| Criminal Offenses | 2007 | 2008 | 2009 | 2010 |
|-----------------------------------|------|------|------|------|
| Murder/Non-negligent manslaughter | 0 | 0 | 0 | 0 |
| Negligent manslaughter | 0 | 0 | 0 | 0 |
| Sex offenses - Forcible | 0 | 0 | 0 | 0 |
| Sex offenses - Non-forcible | 0 | 0 | 0 | 0 |
| Robbery | 0 | 0 | 0 | 0 |
| Aggravated assault | 2 | 0 | 1 | 0 |
| Burglary | 1 | 1 | 0 | 0 |
| Motor vehicle theft | 0 | 1 | 0 | 0 |
| Arson | 0 | 0 | 0 | 0 |